

# THE SCHOOL JOURNAL.

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(NEW YORK.)

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## Torturing the Innocents.

Is it ignorance or stupidity? A few days ago we heard a little fellow of some 9 years of age, boasting that he had been "perfect" all the week; "he hadn't looked around once." We learned that the teacher has a rule that every time a child turns his head half way around he is "marked." Every time his backbone drops out of perpendicular he receives another "mark." "Keep in position" all the time, is the injunction. There are no calisthenic exercises in that school; no kindergarten manoeuvres; nothing to give the children a change of position, except as they are called upon individually to rise and recite. Of course, we understood at once, what had been a puzzle up to this time. The boy is a hale, hearty lad, but of late he has been in the habit of complaining of feeling "so tired." Tired at night and tired even in the morning. He has been growing pale, and his eyes have a nervous look, although he is almost as stout as ever. Do you wonder at it? We spoke to the superintendent of the case, and was assured that it would be looked into. "The teacher was very much of a lady, and was well educated, but lacked experience." We thought she lacked sense.

We ask where, the teacher was trained for the important work of teaching? Surely not in any of our normal schools. We doubt whether she ever went even to a teachers' institute. She is certainly either woefully ignorant of the physical laws taught in every common school work on physiology, or she is too stupid to bring those laws into practice. This sort of primary teachers, with just such rules may be found in many places, and there is good reason for declaring that they are leading many of their pupils down the road to spinal disease and deformity.—*Educational Weekly.*

WILTON, DEL. Co., N. Y., Nov. 6, 1877.

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## How to Make Money During Vacation.

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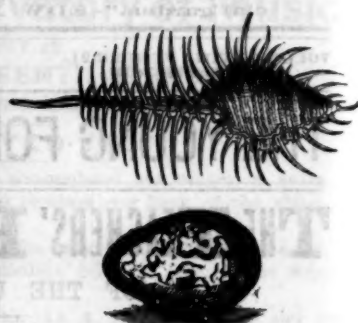
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A Weekly Journal of Education.

AMOS M. KELLOGG, Editor.

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New York, May 21, 1881.

### To All Those in Arrears.

We are pleased with the promptness with which many of the subscribers to the SCHOOL JOURNAL have responded to the subscription bills mailed to them last week. There still remain a large number from whom we have not heard. We would remind all who are yet in arrears on subscription account, that a remittance of the money would be esteemed a favor. Shall we not hear from all such during the next 10 days?

I BELIEVE you are publishing the best paper for the money of any one in the field.

JOHN OGDEN, Prin. of Normal School.  
Worthington, Ohio.

THERE are many encouraging signs. (1) There are many who write to us—Once they read the paper because they must. Now they read and think. (2) There is an in-

creasing number that write down methods they have found successful. (3) There are many school officers calling for our publications! Think of it! (4) The people DEMAND better teachers. The day of half-baked teachers is nearly over. But this is only a beginning.

THERE are those who deny that teachers as a rule are dead to the claims on them to associate and discuss education. Let us hear what James H. Carlisle, LL.D., President of Wofford College, S. C., says:—He said two or three attempts had been made in S. C. to establish a Teachers' Association. In 1850, by a singular circumstance a Teachers' Association had been formed, and also a society for the importation and raising of Shanghai chickens. Strange to say the latter outlived the former by several years! You see those men believed in Shanghai chickens. When the teachers believe in education they will need no urging to attend an association; you cannot keep them away.

NOTHING is more necessary for teachers than an elementary course in psychology. In all their teaching they ought to know how to bring into play all the faculties of the child. Their success cannot be real if they understand neither the nature of the faculties themselves nor the laws that control their development. What application can they make of the science of pedagogy if they possess no idea of the intellectual and moral constitution of the little beings with whom they live, and who are entitled to all the instruction and culture necessary to raise them up to the full measure of their manhood.—*L' Education.* (Paris.)

HERE are some pointed sentences by Miss Kate B. Fisher, of Oakland, Cal:

"When, in our own ranks, a spirit of self-laudation and satisfaction too often blinds us to the defects of present methods; when incompetent and venal Boards of Education, by political favoritism and petty domineering, foil the plans of our best educators; when a depraved public sentiment and dead-letter laws almost nullify our efforts for the moral training of the young, we may well ask ourselves if we are not dwelling in that deeper darkness which is the forerunner of the dawn; whether we shall not soon reach that reactionary point which is the beginning of all radical reforms? If this be so, it gives no occasion for relaxed effort. It warns us to bend all the more to the work before us, and to strive with such power as we have to hasten the dawning of that broader day, in whose light the coming generations shall rejoice."

There is truth there, my masters.

WEST VA.—Wheeling, the capital city, has lost its City Supt., Prof. John C. Hervey. The *Daily Register* says:

"Prof. Hervey was a man who had won the respect and esteem of all who knew him. Since his election as Superintendent, he has filled the office ably and to the satisfaction of the entire Board, and his official relations with every teacher and principal have been cordial and pleasant. By them, especially, will his death be mourned."

"He was born and bred in this section, and was essentially a man among his neighbors. He was a graduate of the Washington-Jefferson College, and a classmate of Secretary Blaine, with whom he divided the honors of the class."

The Teachers' Association and a committee of one for each scholar was appointed. They declare that,

"The cause of education has lost one of its brightest ornaments and most devoted and efficient laborers."

"That our vocation has been honored by Prof. Hervey, and we most sincerely deplore his loss to this association, and to the schools of this city."

"We rejoice in the faith that he is enjoying that complete and blessed fruition which awaits the just when the labors and conflicts of life are over."

### A State Institute Needed.

At the meeting of the State Teachers' Association last year there was an opinion expressed that the time had come for organizing a State Institute. The object of such an Institute should be to teach drawing, music, French, German, elocution, etc., and remain in session for four weeks. A location should be chosen, near a lake or river if possible, and with good hotel accommodations. A large number of teachers would assemble, if recreation and intellectual profit could be combined. Let us hear your views.

### Untaught.

A young woman leaves school, she writes a neat hand, spells correctly, can cast up accounts, can parse "Pope's Essay on Man," give a good description of many of the countries of the earth, etc., etc. She is deemed worthy of a diploma, and gets it. Has she been taught or not? Let us follow her and see.

She buys silk for a dress. You ask her if she has any idea about silk? how produced? how spun? how woven? by whom wrought? Or you turn to a piece of calico, and put the same questions. Or you pick up a nail, or a tin dish and try to ascertain whether the great industries of the world have ever attracted her attention. Perhaps you pass a machine for raising stumps, or the wonderful locomotive. Does she stop and say, "Explain it to me; how does it exert this immense power?"

Even such a thing as soda-water, which (if she is lucky in having a lover) she has been invited to drink on a summer evening, does she ever ask, "How does it get into that marble box?" The leather of her shoes, of her gloves; the making of bread out of soda and cream of tartar, etc. Suppose you ask her on these topics.

Or take up the association of men; the government, the institute in village, city, or state; or the mode by which business is transacted. In fact, any of these matters that are close at hand, and try our young lady on them. Rather, see if she interests herself at all about them. See if she does not lay her diploma on the table, draw forth the latest novel, or the crochet work, and leave all inquiries as to the why and wherefore of things entirely alone.

What she will inquire of her own notion is the test. The best machine a man can make must be wound up. The soul of the teacher if it comes into contact with the soul of the scholar, will cause it to be restless to know of the wonderful world and its inhabitant, man.



## THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

## Object Lessons.

## FIRST SERIES.

It is too frequently the case that the pupil enters the school-room to leave the real world behind him. With powers he can employ on objects, he is set to learn words. The effect is, as might be expected, most disastrous. A re-action has set in and teachers are using object-lessons. But many errors are committed. The chief of these relate to the subjects chosen, the mode of presentation and the language employed. All of these should be fitted to *educate*.

The method of teaching (by means of objects) to be adopted will depend upon the stage of development of the pupil's mind. At one time the pupil needs to have his perceptive faculty strengthened; at another the conceptive power needs special exercise—that is, the power to recall impressions made on the senses when the object is removed; at another the power of judgment can be employed—the power we use in comparing, in tracing resemblance or difference and in classifying; at another, the power of judgment when considerable thought is required—as in tracing the connection between cause and effect, between use and adaptation. In addition to employing the mental faculties the power of expression is cultivated—the power to use language.

It will be seen that object-lessons should be as carefully adapted to the pupil as reading-lessons or arithmetic-lessons. Besides, the teacher should *study the object* carefully and extensively; not to give extensive information but to have exact and clear ideas. It is too commonly the case that the teacher seizes on some convenient object, and without any preparation attempts to tell the pupil something about it. *It must be remembered that to teach interestingly about common objects is a very difficult matter.* It is easier to speak about the Sahara than about sand, about China than about tea.

The objects selected in this First Series are for very young children—those who are just beginning to read. They should be exhibited and the pupils encouraged to tell what they know. The following points should be observed:

1. Study the object well yourself.
  2. Have a well defined idea of what you wish to accomplish by giving the lesson. You have a fixed purpose when you give a reading-lesson; have as well defined a purpose when you give an object-lesson.
  3. Have a brisk, pleasing manner.
  4. Do not tell too much—this is the great fault. A lecture on flour is not an object-lesson on flour, by any means.
  5. Do not give a term until it is needed. To say, "Children, the glass is transparent—that is, you can see through it," is wrong. If a quality is discovered it is proper to give a term. Thus, if the pupil discovers that rubber when stretched will return to its original form, he may be told that this property is called *elastic*.
  6. Make the exercise short; for young pupils cannot fix their attention long at a time. If five to ten minutes be taken twice per day excellent results may be expected.
  7. Write the results on the blackboard.
  8. Review previous lessons so as to retain and deepen the knowledge.
  9. Never, until the object has been seen, handled and well studied by the class, proceed without the object before you.
  10. Keep your objects neatly in boxes; and when finished lay away with care: that is show that you respect these common things; the ignorant think little of common objects; the educated a great deal.
  11. Encourage the pupils to be alert to ask questions, to think about the object, to discover its qualities and its powers. As the end you have in view in this First Series is *not to impart information* but to excite the mental powers of the child, you must judge of your success by the effect on the pupils.
  12. The answers, "Yes, sir," "No, sir" indicate a "passive recipient" stage and indicate bad teaching also.
  13. A regular routine must be avoided. "Variety is the spice of the" school-room.
- The hints that are given are not to be followed with exactness. It is supposed that the teacher will use sound judgment, and enthusiasm, and vary his procedure so as to

make the exercise an effective one. Mind must act on mind, for which no rules can be given.

## GLASS.

Glass is selected as the first object because its qualities are quite obvious to the senses. Either obtain several pieces, enough for each to have one, if possible, or pass one piece around until all have seen it, felt it, and touched it to the tongue (this only when directed by the teacher.)

Holding up a piece—

TEACHER—What is this?

PUPILS—A piece of glass.

T. You have been looking at it, I see. Now what have you seen?

P. It is bright.

T. I will write the word glass on the black-board and also what you say about it. Now what else?

P. It is smooth.

T. writes this on the black-board. (This will be indicated by W. B.) Take it in your hand and try to find out something more. You do not succeed. Well, here is a piece of paper. Now watch me. I lay it over the picture, now I take it off and put the glass over.

P. You can see through it!

T. That comes from using our eyes. Now what else? What, nothing? Then watch me. Here is an apple; I will press the pencil against it. What do you notice?

P. It goes in.

T. Now watch me. I will press the pencil against the glass. Now then?

P. It won't go in the glass.

T. Why not?

P. It is too hard.

T. How does the glass differ from the apple?

P. It is harder.

T. Then we say the glass is *hard*. W. B. Do you see we have found out another thing about it. Do you see anything else? Look sharp. Nothing? Watch me again. See this piece of paper; I hit it with this hammer. Now I will try the glass.

P. It will break.

T. Never mind; I want to know what will happen. (Hits it.) Yes, it breaks. What do you say?

P. Glass will break when struck.

T. Is that so? I strike the glass and it does not break. (Hits it gently.) Why not?

P. Because you do not hit it hard.

T. Then glass will break if hit hard? W. B.

The lesson will stand thus on the blackboard:

Glass {  
is bright.  
is smooth.  
we can see through it.  
it is hard.  
it breaks if hit hard.

T. When we can see through a substance we say it is *transparent*. What do you say of glass?

P. Glass is transparent.

T. I will put that on the blackboard. When a thing breaks if hit or dropped we say it is *brittle*. What do we say of glass?

P. Glass is brittle.

T. I will write that on the blackboard.

The lesson will now stand thus:

Glass {  
is bright.  
is smooth.  
can see through it—it is transparent.  
it is hard.  
it breaks if hit hard—it is brittle.

Now this does not represent all that will be said, but it gives the plan. The teacher must be ingenious, tasteful, wide-awake, earnest, incisive, stimulative, suggestive. A great deal besides this is to be said about glass, but this is enough for the First Series. Remember this: *Know when to stop.*

For the SCHOOL JOURNAL.

## History.

FOR PRIMARY CLASSES.

BY ANNA JOHNSON, N. Y. City.

The new age presents all knowledge in particularly attractive and entertaining forms. Pictures help greatly in teaching; indeed they have become indispensable in primary classes.

History, when books are placed in the hands of small children is apt to be very dry; but it may be made one of the most interesting studies. Primary instruction, in every branch, should first be presented orally. After an interest in a given subject is awakened in the minds of children, books may then be placed in their hands with

profit. This course may be adopted in history, as well as in other studies.

I have seen history taught successfully to a class of small children, by means of a panorama arranged in a box. The pictures embraced some of the leading events from the discovery of America, to the close of the Revolutionary war by the pictures, especially by the novel way in which they were presented. They were eager to tell what they saw, and to learn what they did not know. The places were found on the map, voyages and journeys traced, thus including the study of geography with history, which should always be the case, as the two studies are really inseparable. In connection with the oral instruction given with the pictures; the leading facts were written on the black-board; to be copied and studied by the pupils, and when learned to be reproduced on their slates, or on paper from memory.

For example, the first picture represented the America Indians, in their characteristic costumes and surroundings. The black-board lesson was in this form.

American Indians {  
first inhabitants of America;  
copper color or red; savage,  
cruel, unforgiving; clothed  
in skins of animals; engaged  
in hunting and fishing; lived  
in wigwags; used boats of  
bark, called canoes; etc., etc.

Many of these facts may be given by the children, without the teacher's aid, except in the way of skillful questioning. Interest in a lesson can always be maintained when the pupils are able to contribute their knowledge. Interesting incidents may also be read or related, and the children being in a receptive state will readily receive and retain the facts that are given. There is also a panorama embracing the leading events of the late war. Where these panoramas cannot be purchased, they can be manufactured; with labor, of course; but every thing requires more or less labor. The pupils, especially the boys would be glad to assist in arranging one.

For the SCHOOL JOURNAL.

## Promoting Industry in School.

BY ANNIE E. GILL.

All teachers admit that if they can secure good discipline, a good progress in acquirement will follow. Then you will inquire how is this discipline to be attained? Chiefly through justice and industry.

First, the teachers in the ungraded schools will be considered. Here may be found pupils ranging from five to twenty years, and attainments as diverse as ages. To assimilate this heterogeneous mass into one harmonious whole, involves patience, tact, a knowledge of human nature, a pleasant address, a strong individuality of character, not easily swayed in its course by trifles.

Is it any wonder so many fail in the work of teaching, when the position requires such peculiar individuals? How is this perfect harmony in the school-room to be attained? Not by fighting the way through by any means. Classifying the children as closely as possible in their studies. The fewer classes, the more time will be found to devote to individual instruction. Without confusion, vary and diversify the work as much and often as possible, never losing sight of the smoothness of the execution of the general work. The teacher must be *alive*, and a thinker, to constantly invent new methods to keep all employed.

Each morning exercise may be varied in this manner. On Monday the teacher requests any pupils to find questions for the school or teacher to answer, and bring them written to the teacher, he putting them away until another time, then draw out one or two at a time to be answered, and the answers to be brought in another morning. At times if disposition to restlessness evince itself, ask the school to rise and sing a verse of something familiar. This refreshes the pupils for new efforts.

Copying parts of the reading lessons and all of the spelling lessons, creates industry among young children. Assign words from arithmetic, geography and grammar lessons every day to be written on the board at the time of recitation.

During the time of the general exercise of writing, previously place a copy, easy of comprehension, on the black-board for small pupils. For these rule the slates on one side into spaces with a scratcher, so the trouble of lining slates will be avoided.

Place easy examples on the board, and send the noisy ones to solve them.



On Tuesday morning bring something to read aloud; have a discussion among the scholars on it.

Wednesday, according to a previous agreement, call upon all the pupils for sentiments. This is a very interesting and benefitting exercise. Many pupils feel too diffident to go before the school and recite, yet will get up and repeat a gem of thought, and the variety gives spirit and life.

Thursday morning, if the teacher prepare an oral lesson in some of the natural sciences, making it simple and entertaining, it will lend life and variety. A diary of the school for the week, kept by the teacher and older pupils and read, will be good for Friday morning exercise.

If the classes in arithmetic flag in their work, give examples without answers to be finished and compared, in a certain time, in point of correctness, will be found a good method to promote work.

Geography classes may be employed in drawing maps to advantage.

Grammar classes need some stimulus, for children complain and usually consider this a very dry study. The reason of this is, that it is so intangible to them.

They will soon learn when persons speak correctly or otherwise and easily discriminate. Let the class write down all the inaccuracies of speech heard among themselves each day, handing them to the teacher for reading and correction by the class at time of recitation. This teaches the application of the rules of grammar, discarding monotony.

Writing sentences containing parts of speech, used in different relations, is useful.

But you discern that all these things involve work on the part of the teacher, and some may inquire, how? Would you have me work all of the time to get my scholars to work?

Well, we don't know of any new method to procure good results and success with any thing less than energy and perseverance, and to promote industry one of the best and highest incentives is the power of a good example.

Lay out the work, and see that your pupils do it. In a short time they will know what to depend upon, and by justice your work will be lightened, and faithful labor will not go unrewarded.

### Questions.

#### THE PRIMARY SCHOOL.

What is the material of your dress? Of your shoes? How does it look out-of-doors when the sun has set? Have you been down the harbor? What did you see?

Name the country, state, county, and city in which you live.

What is it to be useful? Selfish? Benevolent?

What does the expression, "lost her self-command," mean?

What is meant by a flock? A drove? A swarm?

What are the sports of the different seasons?

Mention a polite act. Some rude acts. Some kind acts.

What plays do you like best? What books?

Name the primary colors. Which is the prettiest?

How many panes of glass in that window?

Mention some things you like to see or do.

Show me on your arm the length of a foot.

How high is that door? How wide is the blackboard?

What is the length of this room? The width? The height?

How many little boys and girls in this school?

How many pupils in all the primary schools of the city or town?

"My eye aches." Why? Would this little marble ache if it were "hit"? Why not?

Where were you last evening? Is there any difference between a house and a home? What?

Of the objects you have seen to-day, which are natural and which are artificial?

Tell the seasons of the year, and some pleasant things of each. Name the months of the year.

If everything you can see were taken out of the school-room, of what would it still be full?

Tell me in inches, as near as you can, the length and width of your desk.

If the sun does not shine in a room until afternoon, which way does the room face?

What do you learn at school besides reading, spelling, number, music and drawing?

What have you learned to-day? Mention the books you like to read, or have read to you.

Why should you not mark or cut the school-house furniture?

Because you see the sun in the east in the morning, and in the west in the afternoon, what does it appear to do?

Why is it well to have music a part of the program of each day? Calisthenics?

Why are the 22nd of February, the 17th of June, and the 4th of July, holidays?

Give in other words the meaning of the word or phrase that I mention.

What do we call the young of goats? Of the horse? Of the cow? Of the cat?

What makes your father buy food and clothes and nice things for you?

If you were going to Boston, what conveyance would you take? To New York? To Europe?

What things do you see in the summer that you do not see in winter?

What are the different kinds of articles used in making a house? From what are bricks made? How?

Sometimes a little boy is called Fred Jameson, Junior. Why is he called Junior?

I heard a little boy answering a gentleman, and he said, "Yes, sir." Why did he not say simply, yes?

What work does the sun do? Is it larger or smaller than the earth?

Of what is bread made? Where do potatoes grow? Apples? Strawberries? Blueberries?

What is the difference between the furnace and the register? What is a ventilator?

Describe the United States flag. Do other nations have flags? What flags have you seen?

Where does the moon get its light? Why do we not see the moon in the daytime?

Where did you get your book? Did the man of whom you bought it make it? Who did? Of what?

Spell the names of objects at your right hand. At your left hand. In front of you?

What is meant by grandfather? Granddaughter? Uncle? Aunt? Cousin? Nephew? Niece?

What is the name of the President of the United States? Of the Governor of California?

For what do you come to your school? At what hour ought you to get here? Why should you never be tardy?

General plan of questions suggested by Reading Lessons.

—First, attention is called to the picture; second, to the story or subject-matter of the piece; then questions like the following are asked: "Why was the little boy a philosopher?" "Who ever saw any coral?" "Why is the story called a fable?" "What is meant by the golden sunset?" etc., etc.

#### TEST EXERCISES IN SPELLING.

Carrie,	opaque,	marriage,	shuffle,
prefer,	poultry,	forsoke,	eager,
social,	bargain,	brooches,	malice,
mortar,	metals,	widow,	limit,
ennoble,	college,	mullein,	minerals,
scholars,	linen,	buttons,	practice,
whisper,	cubical,	livid,	complete,
error,	stairway,	margin,	tough,
laurel,	railroad,	circle,	sardine,

For the SCHOOL JOURNAL.

### Lessons in Fractions.

By LOUISE M. SCHWEICKHARD.

I begin by dividing some object which the class can see. If nothing else is convenient, I draw a circle or a square on the board and divide that as wanted. I ask the class before dividing it, "What is this?" "A circle." "Yes, a whole circle." After dividing it. "Now what part of a circle is this?" pointing to it. "Half a circle." (I tell them if they do not know.) After halves are understood I proceed to thirds, fourths, etc.

Pointing to a circle divided into fourths, "How many parts is this circle divided into?" "Four." I now rub out one of the parts, and ask how many parts are left. "Three," they will answer. "What part are these three parts of the whole?" "Three-fourths. Yes, and we would write it so— $\frac{3}{4}$ ." "Now what does the three show?" "It shows how many parts." "And what does the four show?" "It shows into how many parts the whole is divided." This may require questioning, but the pupils can answer it.

We now go on and write different fractions on the

board to be analyzed in this way. As the upper number numbers the parts, we will call it the numerator, the lower number we call the denominator. We drill on this till it is well understood, and that does for one lesson. The scholars see that in  $\frac{1}{2}$ ,  $\frac{2}{3}$ , etc., the three and four tell the number of parts, and the lower number the kind of parts, just the same as if we said, 3 apples, 4 cherries, 5 marbles, etc.

Another lesson, then, is on the value of fractions. Beginning by writing two fractions on the board, for example,  $\frac{1}{2}$  and  $\frac{2}{3}$ , ask which is most, and show it by diagrams. Then write some of the same value, but of different terms, thus,  $\frac{1}{2}$  and  $\frac{2}{3}$ ,  $\frac{2}{4}$  and  $\frac{1}{2}$ . Illustrate each case. I illustrate and show this with numerous examples. I then ask what would be the effect on the fraction to multiply the numerator by any number. Write one and show  $\frac{1}{2} \times 3 = \frac{3}{2}$ ; then show by a diagram what the effect is.

Next ask what would be the effect of multiplying the denominator by any number ( $\frac{1}{2} \times 3 = \frac{1}{6}$ ). Illustrate as before. I proceed with the effect of division in the same way. This, well learned by plenty of illustrations, will be another lesson.

I then proceed to addition and subtraction, and show that the numbers must be added, and if they are of different denominations, show that the parts will not fit, but must be reduced to the same kind by dividing the parts into smaller pieces. Thus they will soon be made to understand, if they have learned the lesson too perfectly. And thus through all the operations in fractions, treating them merely as though they were whole numbers, proceeding from cause to effect, they lose half their terror to the young pupil.

### The Teacher's Art of Putting Things.

#### I. DEFINED.

1. By the Teacher's Art of Putting Things, I mean the teacher's style, his mode of putting his thoughts into words, his choice and arrangement of his words in teaching; e. g., the teacher has the matter of next Sabbath's lesson in his mind. How shall he so state it, question his class, illustrate and apply the truths, that the lesson shall have the greatest effect?

#### 2. The first quality of style is clearness.

(a) To speak or write so as not to be understood is the worst fault of style. Yet how many words and expressions are used by teachers which convey no meaning or convey a wrong meaning to the scholar!

(b) We should endeavor so to speak that the class can not help understanding us.

3. The second quality of style is force, i. e., energy, liveliness, and strength.

#### 4. The third quality of style is beauty.

#### II. ACQUIRED.

#### 1. To acquire clearness.

(a) Form in your mind clear ideas of the truth. One reason why so many speak indistinctly is, that their thoughts are indistinct. Whenever you think clearly and your heart is in it, you will teach clearly.

(b) Use plain words. I do not say, always short words or always Saxon words, but the words which are easily understood by the scholar. Let your language be perfectly clear, simple, and level with the understanding of those taught.

(c) Remember that good illustrations make truth clear.

(d) Study the style of the Bible, especially, study the style of Jesus, to acquire clearness.

(e) From Christ ("never man spake as this man," ) learn to state truth concretely—not abstractly.

(f) Sometimes use hard words to make your scholars think. Afterward explain them.

#### (g) Pray for great plainness of speech.

#### 2. To acquire force.

(a) So turn over the truth in your mind that as you muse the fire will burn. Out of the fulness of the heart the mouth speaketh.

(b) Seek the aid of God's Spirit to demonstrate the truth with power to you and to the class.

(c) Deeply imbue yourself with the energy of the Bible style.

#### 3. To acquire beauty of style.

(a) Read prayerfully the most beautiful passages of the Bible.

(b) Cultivate love for your scholars and let it form your style.

(c) Yet never sacrifice clearness or force to beauty.—  
REV. J. WOODEN.



For the SCHOOL JOURNAL.

## Some Questions.

BY P. C. GODFREY.

I would like to obtain an expression of views concerning a few points in English grammar. 1. Should we apply the terms *subject* and *predicate* when they consist of several co-ordinate parts, to those parts separately or otherwise. Should we consider them as general terms applying to the groups?

2. In the sentence, "This is the remains of him whom all had learned to love," shall we consider this a complex sentence since it contains a clause, notwithstanding the clause is not attached immediately to any of the principal elements? If not, what shall we call it?

3. In the sentence, "I see a bell," we are told that *I* is the subject because it is that of which something is asserted. Is it true that nothing is asserted of bell? In what does it differ in meaning from "the bell is seen"?

4. In the sentence, "A pound of butter was stolen," we consider "of butter" an adjunct of pound, making pound was stolen the principal elements. Would there not be more consistency in making the substance itself, that about which something is asserted and the quantity merely a secondary matter, thus:

Butter was stolen.  
a pound | of

5. In the sentence, "He running at a fearful rate, fell headlong to the rocks below," it is contended by some that "running at a fearful rate" is a phrase modifier, showing the condition of "he," hence adjective. In what does it differ from, "He while running at a fearful rate, fell headlong to the rocks below," which shows time or circumstance at least of the action, consequently adverbial?

6. In the sentence, "I love to study," it is generally considered that to study is the object of love—to "I love studying."

To my mind, "to study" is intended to tell what is meant by the word "love" in this connection; hence an adverbial modifier as much as in the sentence, "He was called to preach," "to preach" is a modifier.

## Violating the Laws of Teaching.

Occasionally an age produces a great man, or a coterie of great men, that succeeding ages fail to equal or surpass. These constitute the world's roll of fame. Painters and sculptors, writers and preachers, have their names inscribed there. It is a roll that does not grow long very fast. A few teachers have their names among this glorious company; one of these is Pestalozzi, so pre-eminent that he has been called "the father of education." He seems to have been God-gifted with a peculiar insight into the way of reaching the human mind, particularly of the young. Like drops distilled are the following words of wisdom selected from his works by one of the educators of the present day: (1) "Activity is a law of childhood. Accustom the child to do. (2) Cultivate the faculties in their natural order,—first form the mind, then furnish it. (3) Begin with the senses, and never tell a child what he can discover for himself. (4) Reduce every subject to its elements,—one difficulty at a time is enough for a child. (5) Proceed step by step. Be thorough. The measure of information is not what the teacher can give, but what the child can receive. (6) Let every lesson have a point. (7) Develop the idea, then give the term; cultivate language. (8) Proceed from the known to the unknown, from the particular to the general, from the concrete to the abstract, from the simple to the more difficult. (9) First synthesis, then analysis, not the order of the subject, but the order of nature."

Now it is my purpose to show how Sunday-school teachers quite commonly violate these sound principles of teaching. They ask for verses of Scripture—golden texts—to be memorized, before explaining the meaning. Thus Pestalozzi's second, fourth, seventh, and ninth principles are violated. This seems to be an old mistake of secular as well as Sunday-school teachers, for in the sixteenth century Roger Ascham, one of the world's greatest teachers, protested against it. He said, "Their whole knowledge was tied onely to their tong and lips, and never ascended up to the braine and head, and therefore was soon spitte out of the mouth againe."

By having the children read the lesson from their Bibles or lesson leaves before they have become interested in it by explanation and illustration, the eighth principle is violated. It is taking that which is most difficult first; the reading will be abstract until it is made concrete by being

connected with their experiences or observations. Synthesis before analysis is the order which young minds follow when in pursuit of knowledge. Synthesis before analysis, then, is the order of nature. To have the lesson read after the illustrations and explanations, insures not only attention to the reading and understanding and enjoyment of it, but a love of God's book is created, and the memory is helped to do its work. It would be better for superintendents to have the lesson read by the school in the closing rather than in the opening exercises.

When Sunday-school teachers lecture about the lesson, and pupils have only a listening part, they violate the first, third, and fifth principles. "Activity" will have vent in a wrong way, if checked in the right direction,—thus a teacher leads a class into temptation of mischief-making. Children and older people too easily forget what has cost them no effort to acquire. Tell pupils nothing that they may be led to discover for themselves. "Make children skillful finders of truth, rather than patient receivers of it." A teacher who lectures to a class is almost certain to tell more than pupils can comprehend or remember.

"Tell me the story slowly,  
That I may take it in."

Tell it slowly by filtering it through the senses, through the loving hearts of children.

Several years ago, a most excellent plan for teaching the Sunday-school lesson was devised, called The Two P's and Four D's Method:

Persons,  
Places,  
Dates,  
Doings,  
Doctrines,  
Duties.

How easily questions may be framed by this plan. It is indeed excellent, but teachers who use exclusively this or any other plan transgress Pestalozzi's first principle. As activity is a law of childhood, there must be variety to give it exercise. Monotony produces death of the faculties. Variety in the teacher's methods keeps the class on the alert.

The sixth principle is "Let every lesson have a point." In two ways Sunday-school teachers violate this principle. They either have so many points that their practical suggestions are received as a confused mass, or they teach without any central thought at all, aiming only to make their classes familiar with Bible geography and biography. Every lesson may be compared with a cut diamond. It has many sides reflecting light. The teacher should make a wise selection of that truth which will be most helpful to his pupils amidst their peculiar temptations and trials, and should cluster the lesson about that, to the exclusion of other points that might be developed from the same passage of Scripture. Thus by impressing only one point in each lesson, the effect in the minds of the pupils may be like the gathering of the sun's rays into a focus. Truth will be burned into the very life.

If a Sunday-school teacher fails to review what is taught, the fifth principle is violated. Neither is it wise to wait until the end of the quarter before reviewing. There should be reviewing at every step in the lesson, not only to test the memory of the pupils, but their understanding as well. We should not feel sure that our pupils have received what we have told them, until they are able to give it back again. Uncertain knowledge will do them no good. Make it certain, then, by reviews, but not to the point of tedium, or beyond usefulness. When the review of a preceding lesson will help to the understanding of the new lesson, make it the approach or introduction. When a review question, asked in the midst of a lesson, will help the pupils to grasp what is to follow, let it be given. Review frequently, to place upon pupils the responsibility of remembering what they are taught. In many instances it is to be feared that they never take the lesson from the Sunday-school in their hearts any more than they think of preserving the lesson paper which they are through with.—Mrs. W. F. Crafts, in *S. S. Times*.

Gon gives food to every bird, but he does not bring it to the nest; in like manner he gives us our daily bread, but but by means of daily work.

It is not what we earn, but what we save, that makes us rich. It is not what we read, but what we remember, that makes us learned. It is not what we intend, but what we do, that makes us useful.

## EDUCATIONAL NOTES

## NEW YORK CITY.

THE BOARD OF EDUCATION MET May 18.

Mr. West moved that the resignations of the Finance Committee be not accepted. Mr. Wood said that hitherto resignations made by committees when displeased were not pushed after due reflection. He hoped the gentlemen would continue their service. Motion adopted.

The Teachers' Committee reported against paying Miss Memmel for three months and nineteen days service. Mr. Wood spoke eloquently against it. It was an attempt to whip the trustees by causing the teachers to suffer! Miss Memmel supposed the trustees had the power to hire her. He offered as a substitute—that she be paid. Mr. Donnelly denied that Miss Memmel's case had been adjudicated on an empty stomach; she had no legal claim. Mr. Wood said, a teacher had been teaching and she had not not been paid, and she ought to be. Mr. Wetmore said the teacher knew she had only a temporary appointment. Payment denied.

The teachers of the Eighth Ward asked to be paid for a half day, when the schools were suspended on occasion of death of Dr. Brosnan? Mr. Crawford said the teachers were obliged to obey the trustees and so they should be paid. Mr. Deyoe said the Board should be more careful in selection of the trustees. The President said the Board had refused to legalize the closing and so precluded itself from paying the teachers; it was right they should. Mr. Flynn did not think so; they should have their pay. Mr. Wetmore said the only way to check the trustees was to refuse. Payment was ordered.

NOTES.—The debate on the payment of the teachers of the Eighth Ward brought out some strong points. It was agreed by some that the teachers were willing to teach, but were ordered to close the schools and yet should not be paid! This is an outrageous doctrine! They were absolutely prevented from teaching by the illegal action of the trustees. The Board justly ordered payment.—Ex-Com. Mason (now Police Com.) was present and received a warm welcome.—Com. Deyoe uttered a truth that ought to attract public attention.—"There are two many trustees who are unfit for their positions."—If any one asks who appoint these trustees he will be surprised to learn the appointing power is the Board of Education! An ex-Com. says: "Politics control these appointments." The mis-management—the utter inability to manage the schools in the way schools should be managed cannot be denied. Cannot good men be found? Where is Diogenes with his lantern? He is needed.

## ELSEWHERE.

N. Y. STATE.—Recent letters from Andrew D. White, Pres. of Cornell University, at Berlin, say he will return early in September. Professor Willard Fiske will sail in July. He has made large collections in Egypt of value and interest for the museum and curious manuscripts for the library. Professor Russell's successor will soon be appointed. There are in this University 128 free scholarships, but not one third are filled. What is the reason?

PA.—The Pennsylvania State Teachers' Association will hold its next meeting at Washington, in the western part of the State, July 26, 27, 28. Arrangements are in progress to make this one of the largest and most successful meetings that has been held. The town is attractive, being the seat of Washington and Jefferson College. Excursion tickets will be sold on the leading railroads, and the rates for boarding will be greatly reduced. Further information can be obtained by writing to Henry Houck, Deputy Superintendent, Harrisburg, who is Chairman of the Executive Committee, or Dr. Geo. P. Hays, Chairman of Local Committee, Washington, Penn.

N. J.—In the New Brunswick schools under the management of that excellent Supt. Prof. H. B. Pierce, we note some facts that are very interesting. At the close of last June the names of 357 pupils were read that had not missed a day during the year. Of this number Miss Belle Wilson completed ten years, and during that time she was never tardy and never excused from the school but one half hour on account of a funeral. Miss Mary Taylor and Elwood Wilson also completed ten years without the loss of a day. Three pupils completed nine years, two eight years, four seven, years, nine six years, thirteen five years, twenty-four, four years, fifty-two three years, sixty-five two years and one hundred and eighty-two one year. Promptness in attendance is the rule of the school; tardiness is the exception. During the year



the total number of cases of tardiness was 1,099, with a total loss in time of 31 hours. The average cost per child for teachers' salaries, using the average attendance as a basis, has been \$12.78. The entire current expense per child, using the average attendance, has been \$14.87.

**SARATOGA.**—The *Sentinel* finds fault with Supt. Packard. It seems that difficulties have arisen. It says: "In the fall of 1869 Mr. Levi S. Packard took charge of the schools and by shrewd management of members of the board of education he has maintained himself in the position without materially benefiting the schools. His continued aim seems to have been to magnify his office and make a certain kind of a show of work without in reality effecting much. He has much preferred to spend a few days at some outside association meeting to spending a few hours overseeing the work in the schools under his charge. The first year of his administration he imperilled the board of education by neglecting and refusing to procure the legal certificate of his qualifications to teach in the schools. Last fall an innovation was made by the election of three intelligent and conscientious women as members of the board of education. In the course of their duties the new members of the board came to believe that the services of Mr. Packard were not as efficient as the good progress of the schools required, and at the regular monthly meeting Mrs. Hurd, one of their number, submitted some resolutions charging Mr. Packard with concealing his opinions and intentions from members of the board concerning simple facts and neglecting certain important duties of his office, such as visiting the schools and having a personal knowledge of the methods of examinations and a direct supervision of these examinations in each department, maintaining in theory and as far as possible in practice a position which is hostile to the spirit and the letter of the special law under which the school exists, which states that the superintendent shall have personal superintendence of the highest school established, and notifying him that in six months from this time his services will not be required by the board.

It was asserted by members and assented to by the superintendent that pupils had appeared on the stage as graduates from the high school on more than one occasion whose diplomas had been withheld from them, and the same were now locked up in the superintendent's safe; thus deceiving the patrons of the school and the public generally.

These are only a few of the reasons why many friends of education here consider it necessary that a change in superintendence should be made.

The Teachers' Association met since the above was published and after discussing several topics, the *Saratogian* says: Messrs. Wheeler and Church disappeared into one of the recitation rooms and reappeared, bringing with them a very handsome black walnut secretary, on top of which was an elegant silver pitcher. The meaning of this pantomime was soon made manifest, for Mr. Douglass arose and said he had been selected as the instrument through whom the teachers might communicate their regards to Supt. Packard. Some weeks ago they determined that in justice to him and to themselves they should acknowledge their obligations for his kindness and assistance. They all felt that Mr. Packard's fund of patience must be inexhaustible and his nerves like steel, to stand the pressure, and if any word of theirs would be any compensation they should not withhold them. They wished also to do something of a more substantial nature and he accordingly presented the articles already mentioned as an earnest of the appreciation of the teachers of the Saratoga Union school. Mr. Douglass closed by offering a resolution, "That it is the opinion of the members of this association that the superintendent of our union schools has in no way neglected his duties, and by his uniformly frank, quiet and genial deportment towards us as teachers is entitled to and has our confidence and profound esteem."

Mr. Packard responded in a brief address, which was full of feeling, and the resolutions were adopted unanimously by a rising vote.

### New York State Teachers' Association.

THIRTY-SIXTH ANNIVERSARY SARATOGA, JULY 5, 6, 7, 1881.

**Officers of the Association.**—Pres., Prof. Jerome Allen, Genesee; Vice-Pres., Supt. J. A. Nichols, Yonkers; Com. C. Henry King, M. D., Stapleton; Miss Emily A. Weaver, Elmira; Miss O. P. Comstock, Canandaigua; Corresponding Sec., Ex-Supt. M. M. Merrell, Elmira; Recording Sec., Prin. William O. Campbell, Newburgh.

Treas., Supt. George L. Farnham, Council Bluffs, Iowa; Chairman of Transportation, Edward Danforth, Elmira; Chairman of Local Committee, Supt. L. S. Packard, Saratoga Springs.

TUESDAY AFTERNOON, JULY 5, 2:30.

Address of Welcome by Supt. L. S. Packard. Response by State Supt. Neil Gilmour. President's Address. Report of Standing Committee on the Condition of Education, Supt. H. K. Sanford, Middletown; Prin. Noah T. Clarke, Ph.D., Canandaigua; Com. W. W. Newman, South Onondaga; Prof. Charles T. Pooler, Deansville; Com. J. W. Shurter, Saratoga Springs.

Discussion of Report—Opened by Prin. Thomas B. Lovell, Attica; Prof. Geo. C. Shutta, Potsdam.

TUESDAY EVENING, 7:30.

Report of Standing Committee on Exhibit of Drawing. Prof. H. P. Smith, Brooklyn, N. Y.; Supt. John A. Nichols, Yonkers; Prin. John W. Stewart, Penn Yan; Miss Emily A. Weaver, Elmira; Miss L. S. Adams, Syracuse; Miss Emma Sabine, Rome; Miss Hattie A. Smith, Kingston; Miss Mary K. Carter, Mount Vernon.

Report of Committee on Near-Sightedness in School. Prin. C. J. Buell, Boonville; Supt. Edward Smith, Syracuse; Com. C. Henry King, M. D., Stapleton; Prin. A. W. Norton, Elmira.

Address by Hon. B. G. Northrop, LL.D., Connecticut, on the Reading of our Boys and Girls.

WEDNESDAY MORNING, 9 O'CLOCK.

Report of Standing Committee on Improved Methods in Education, Prin. F. B. Palmer, Ph.D., Fredonia; Prin. James F. Cassey, Cortland; Prof. Mark. M. Maycock, Buffalo; Supt. N. A. Calkins, N. Y.; Supt. D. L. Freeborn, Hornellsville.

Discussion of Report, Com. A. B. Watkins, Ph. D., Adams; Prin. H. C. Kirk, Phelps; Com. A. B. Humphrey, Ithaca; Prin. L. N. Beebe, Canandaigua.

Latin in High Schools—Prof. H. B. Emerson, High School, Buffalo.

Discussion—Prin. S. G. Love, Jamestown; Prin. M. T. Dana, Nunda.

Report of Committee on Educational Advancement—Prof. Ruggles E. Post, Ithaca; Com. Charles E. Surdam, Port Washington; Prin. S. G. Love, Jamestown; Prof. T. B. Stowell, Cortland; Com. W. W. Newman, South Onondaga.

Discussion by Com. Edward Wait, Lansingburg; C. E. Bishop, Jamestown; Supt. B. B. Snow, Auburn.

WEDNESDAY AFTERNOON 2:00.

Recent Criticisms on our Public Schools—Prin. Samuel Thurber, Boston, Mass.

Discussion—Prof. John Kennedy, New York City; Supt. David Beattie, Troy; Supt. John E. Myer, Plattsburgh; Supt. L. C. Foster, Ithaca; Prin. N. T. Clarke, Ph. D., Canandaigua.

Institutes and Institute Instruction—Supt. C. T. Barnes, Little Falls.

Discussion by Prin. C. D. McLean, Brockport; Prof. John Kennedy, New York; Com. John B. Riley, Plattsburgh; Com. Alex. R. Baker, Cedar Hill; Com. W. C. Hopkins, Meridian; Prin. Asher B. Evans, Lockport.

Preliminary Report of Committee on Resolutions—Prof. F. P. Lantry.

WEDNESDAY EVENING.

Report of Standing Committee on Necrology—Prin. C. O. Roundy, Moravia; Supt. Edward Smith, Syracuse; Prin. A. P. Chapin, Warsaw; Miss Jessie F. Bross, Sparrowbush.

Address by Hon. Charles E. Fitch, Rochester.

THURSDAY MORNING.

Educational Journalism—C. W. Bardeen.

Discussion by A. M. Kellogg, New York City; C. E. Bishop, Jamestown; Com. C. E. Surdam, Port Washington.

The Best Methods of Teaching Language in our Public Schools—Miss M. S. Cooper, Oswego.

Discussion by Supt. J. A. Nichols, Yonkers; Edward Smith, Syracuse; Prin. Henry L. Harter, Potsdam; Prin. Charles H. Verrill, Franklin.

The Teacher's Tenure of Office—Supt. John E. Myer, Plattsburgh.

Nominations of Officers. Miscellaneous Business.

THURSDAY AFTERNOON, 2 O'CLOCK.

The Relation of Oral Instruction to Text-Books—Prin. H. B. Buckham, Buffalo.

Discussion by Prof. J. W. Mears, Clinton; Prin. Thos. B. Lovell, Attica; Prin. C. R. Abbott, Brooklyn; Prof. C. W. Bennett, Syracuse.

Report of Committee on Teachers' Pension Bill—Prin.

A. S. Higgins, Brooklyn; Com. O. Henry King, M. D., Stapleton.

Discussion by Supt. A. McMillan (Utica) and others. Report of Committee on Time and Place of Next Meeting. Final Report of Committee on Resolutions. Discussion.

THURSDAY EVENING.

Report of Finance Committee and Treasurer.

Address—Evil Reading. Anthony Comstock, New York City.

Report of Inspectors of Elections. Introduction of New President. Brief addresses and adjournment.

Mr. C. W. Wasson will arrange an exhibit of mechanical work by pupils in our public schools. The usual drawing exhibit will be made. An excursion to Ticonderoga by railroad, and on Lake George and return, on Friday, July 8, the whole expense of which will be simply the ticket which will not be more than \$2.50, probably less. Mrs. Anna Randall-Diehl, of New York City, will give readings at several times during the meeting; and instruct a class in elocution, without charge, at some time not interfering with the work of the Association. Prin. W. M. Jelliffe, of Brooklyn, will also read several selections.

**THE BROOKLYN BRIDGE.**—An idea of the magnitude of the work may be had from the following figures:

Length of the main span . . . . .	1,595 feet
" " land spans, 930 feet each, total . . . . .	1,860 "
" " New York approach . . . . .	1,562 "
" " Brooklyn approach . . . . .	971 "
Height of main span above water . . . . .	135 "
Depth of New York foundation below high water . . . . .	78 "
Depth of Brooklyn foundation " " " " . . . . .	44 "
Size of towers at high water mark . . . . .	140x50 "
Total height of tower above high water . . . . .	271 "
Width of openings through towers . . . . .	33 "
Width of flooring . . . . .	85 "
Number of cables . . . . .	4 "
Diameter of cables . . . . .	15 in.
Length of each cable . . . . .	3,578 ft.
Number of wires in each cable . . . . .	5,434 "
Total length of wire in each cable . . . . .	3,515 miles
Sustaining power of each cable . . . . .	12,000 tons
Greatest weight on a single suspender . . . . .	20,000 lbs
" " " " cable . . . . .	3,000 tons

—Scientific American

**THE PARTIAL ECLIPSE OF THE SUN.**—The sun will be partially eclipsed May 27. The greatest obscuration occurs in latitude 69° 4' north and longitude 90° 24' east of Washington, or in northern Siberia, where 0.737 of the sun's diameter will be obscured 8.84 digits. The shadow (Penumbra) first touches the earth in latitude 39° 9' north and longitude 178° 40' west from Washington, in central China, and leaves the earth in latitude 46° 20' north and 17° 18' west from Washington, or in central Minnesota—Morrison county. In the United States the southern limit of the eclipse begins on the Pacific coast a few miles south of Astoria in Oregon, passing through Portland, Salt Lake city, and just south of Pueblo, Col., taking in Leadville, Denver, Colorado Springs, etc., where the eclipse will be very slight, and occur very late in the afternoon; at Denver at 6:13 P. M.; at Jefferson City, Mo., the middle of the eclipse occurs at sunset, the sun setting partially eclipsed. The sun will set more or less eclipsed throughout Missouri, Illinois, Iowa, Wisconsin, Michigan, Indiana and Ohio. From Cairo, Ill., the boundary line of the eclipse, where it begins at sunset, follows the general direction of the Ohio river to Zanesville, thence to Buffalo, N. Y. Thus none of the Southern Atlantic or New England States are favored and the North Central States will only see the sun set with a very small eclipse upon it.—*Scientific American*.

The sooner the youth of this country are compelled by the scope and tendency of our public school system to recognize that only one boy in a hundred can be a lawyer, doctor or clergyman, the better it will be for the American people. To that end it is essential that our methods of training shall cease to foster the silly and abortive preference for so-called gentlemanly pursuits—shall squarely face the fact that manual labor is the sphere in which the great majority of the human race are destined to move, and that it is mechanical skill and genius which have transformed the world.—*Sam*.

A HANDFUL of common sense is worth a bushel of learning.



## LETTERS.

Who are the model teachers? Where are they to be found? The model teacher is at the Institute, for drones and croakers make themselves scarce around such places. The word "Institute" alone suffices to inspire the model teacher with enthusiasm, while it fills the drone with holy fear, or abject terror. There are keepers of schools who raise their salary regularly at the end of the month. Such an one does not want his school inspected, detests visitors; especially if the visitors know what a good school is. He considers it of far greater importance to secure obedience and submission than intellectual discipline. You will hear him, "Learn your lesson!" "Study your books." He is the enemy of normal schools and universal education. Some may feel that I hit the nail rather square with this word picture of the drones; others may feel offended, but "Reform" is my motto. We need teachers and not mere time servers; we need educators and not fogies.

J. H.

The sample copy I received had its desired effect—viz., that of interesting me sufficiently to secure my subscript on together with several others. My interest has increased with the perusal of each number. I like its boldness in pointing out the chief sins of teachers; in censuring school boards for being influenced by political issues in the selection and retention of teachers; in short for its fearless attacks on all abuses connected with the school system.

While it does censure, we are pleased to know that it also applauds the earnest endeavor of the faithful teacher. That while it is destructive to the false and useless it lends a helping hand to the true and valuable.

A teacher said to me "I don't like the Institute very well because it seems just as if those sharp pieces were meant for me." I answered, "Good!" "Don't you take it too much to heart but try to improve, or, if you do not like the sentiments expressed, write them a letter."

I think we all need waking up. We manage to muster considerable energy at the beginning of a term in order to get fairly started. After our reputation is made and we feel secure for another term or year, we are apt to rely on popular applause to carry us safely through.

After an experience of several years I find that my pupils become interested only as I am earnest in my work. Their enthusiasm is measured by my own. It requires constant activity to secure the best results. We are obliged to begin in earnest and to maintain our interest all the way through. Some think you dwell too much on thorough preparation for teaching; but what can be expected of the workman who does not understand his trade?

The popular opinion that any one can teach school needs to be exploded as soon as possible. The number of absolute failures shows that all are not fitted for the school-room, to say nothing about failures undetected by ignorant school boards.

J. H. H.

I want to express my views on corporal punishment. In an article in your paper a writer goes to the extreme and would not allow it to be used at all. I fully sympathize with the writer's feelings in regard to the boys who were unjustly punished. The punishment should not be inflicted until the guilt is established, for an act of injustice is far more destructive to good influence than the original offense. Again he says he noticed that "able and experienced teachers never required the aid of the rod, while inefficient and apprentice teachers could not maintain good discipline without it." Then many of our teachers are young and find a much greater degree of severity necessary with them, than would be the case with older persons. Whether this ought to be so or not I will not discuss. I think no one will dispute the fact that it is so, and in order to make successful work as teachers we must deal with things as we find them. Some persons have an appearance—a manner of look—of voice—of action which secures at once the scholar's respect or fear and suffices to secure the necessary obedience, but such cases are the exception not the rule, and I do not believe that because of their own natural superiority they should require us whom nature has not so endowed to attain their success. A teacher does not lose the respect of his scholars by using the rod when there is just cause for it. I sincerely desire to see capital punishment reduced to a minimum, (I do not expect ever to see it wholly abolished), but I believe a wholesome fear to be the

foundation stone of respect, and respect of good will, confidence and love. This I think is the order of nature and I do not believe it can be successfully inverted.

Morenci, Mich.

E. A. CONDIT.

What shall I do? I have read in the *TEACHERS' INSTITUTE* (which, by the way, is to me as are my meals) so much about "real teaching and teachers educated for teaching" that I don't know what to think. It is true, too true, that many are not teachers but are working only for their pay in dollars and cents. Now the question is this, Am I a teacher? I know I do not work for my money alone. I love the work. I enjoy it. This is only my second year of teaching. I have a mixed school. I try to make some advancement, improve on something each day, not by my own strength but by the help of God and, secondly, by the hints in this paper. But—I have only attended a district school of one department except the last year I went, when there were two. I have had no special education for teaching.

That I should teach was my own free choice because I thought I should like it; yet knowing that is work. Now I want to help the work on; and if I am not a true teacher I am not helping, and must stop. I repeat it, what shall I do?

CLOVER.

(Let not the writer of the above letter feel either despondent or discouraged. "Am I a teacher?" is indeed an important question. The first test is that you love the work. No matter whether you have a mind full of knowledge or not, you must have an interest, a genuine interest in humanity or you cannot benefit humanity. The second test is a persistent fitting of yourself to improve your pupils. If you get a certificate and then stop learning, you are not a teacher. The fire that is in you kindles a fire in the children. But what if that is an unlit lamp?)

As to whether you have attended an educational school or not, is of little account provided you study education diligently now. I mean by this, that all of the good teachers of the past have learned the art of education in the school room. It is bad for the children to do this, I grant. But you can become a first-rate teacher if you practice, theorize about education and try experiments. You will learn if the children don't; hence it would be better to go to an educational school. But if you cannot, be brave, energetic and persistent. Determine to improve. Have a fixed course of study; a little every day in Mathematics, Literature, Science and Education. Bless you, don't I remember when I studied after school?

What shall you do? Why, keep right on doing the best that you can. You have got the power to teach or you would not have written that letter. The cause suffers not for such as you; not from those who had had small advantages in the district school, but from those who get into the teacher's place and wrap the talent they have for teaching up in a napkin—who make the knowledge of a few studies they started with suffice for all time to come. Such blast and mildew the schools!

A. M. K.

WHAT IS REAL TEACHING?—The *Popular Science Monthly* knows, and—better than all—tells, what real teaching is. While sharply discriminating between the sham article and the genuine material it says "A man may be deep in physics, profound in astronomy, and yet know very little concerning the mechanism, growth and various conditions of the unfolding faculties of the child." In other words, a college professor may not know how to teach. "It matters nothing how clear, simple, and accurate is the text of a book; if it is not skillfully suited to the early stages of mental activity it will fail as a work for beginners." "To begin by giving children general principles and making them learn lessons embodying the results and outcome of scientific thought is a fundamental educational mistake." Much poor work goes under the name of good teaching, and it is evident that we are to pass through a thorough revolution before there will be a general practising of what is right and avoiding what is wrong in our schools. We have known a large class look for successive days at a professor, who all the time was incessantly talking and doing, without really learning but little. Little mental activity was excited, little quickness of thought awakened and made sharper and stronger. It was a rain of words, with no mental quickening and growth. A good text-book for learners, and a learned book, logical and scientific, are two different things. Both are excellent in their places, but both are not equally useful in the class room.

## EDUCATIONAL MISCELLANY.

## The Johns Hopkins University.

The material aid given to scientific students by the foundation of twenty fellowships, each yielding five hundred dollars, at the Johns Hopkins University, Baltimore, Md., appears to have been attended with the best results, and the roll of fellows now published, shows that the honor thus secured has not been a mere empty title, for the majority have been selected to receive permanent and attractive posts in different parts of the country.

The system of fellowship at this University was instituted for the purpose of affording to young men of talent, from any place, an opportunity to continue their studies in the Johns Hopkins University, while looking forward to positions as professors, teachers and investigators, or to other literary and scientific vocations.

The appointments have not been made as rewards for good work already done, but as aids and encouragement to good work in future, thus stimulating the student to further progress, and becoming the stepping stone to an honorable, intellectual career. Although candidates for any of the three learned professions are not excluded, the preference is given to those young men who are desirous of becoming teachers of science and literature, or who have determined to devote their lives to special branches of learning which lie outside of the ordinary studies of the lawyer, the physician and the minister.

As an introduction, the candidate must submit his college diploma or other certificate of proficiency from the institution where he received instruction, with recommendations from those who are qualified to speak of his character and attainments. He is also expected to submit, orally or in writing, evidence of his past success in study and of his plans for the future, together with samples of his literary or scientific work. Thus the examination is, to a certain extent, competitive, but not with uniform tests, nor by formal questions and answers submitted to the candidate.

As evidence of the value of securing such a fellowship, we may state, that of the forty-six students who have left the University with that honor, twenty-eight have gone forward to honorable positions as instructors in colleges or other institutions of a high order; two were attached to the United States Coast Survey; two to the Metropolitan Museum of Art, at New York; four are engaged in the application of science to practical work; two are physicians, one an attorney-at-law, and four are still pursuing their studies abroad.—*Science*.

## The Presence of the Teacher.

Longfellow, in *Hyperion*, quotes the Chinese proverb, "A single conversation across a table, with a wise man, is better than ten years' mere study with books." This assertion bears striking testimony to the superior effectiveness of oral instruction. We all know how readily the ideas and statements of an agreeable and forcible speaker are imbibed, and how tenaciously they are retained by the memory. All scholars declare that never have the populace of any city attained the degree of ethical and intellectual culture which distinguished the ancient Athenians, educated by the lectures of Socrates and Plato, the addresses of Demosthenes, Aeschines, &c.

The social instincts awaken under the moving tones of the voice, the vivid play of the features of the earnest and animated speaker. And the attention thus quickened, the mind "receives impressions like wax, and retains them like marble." How many facts and incidents have been indelibly impressed upon our memory, owing to our attention having been directed to them! How does it quicken the interest and deepen impressions to discuss our pursuits with another, or even simply to state to another our process of reasoning and our conclusions! But with children, the exercise of perception is so far in excess of that of any other faculty, and the reasoning powers are so feeble and undeveloped that the concentration of thought necessary to profound study, is extremely difficult. Hence, in their education, the teacher is the principal factor; the text-books are merely secondary. With the great majority of them, what they learn by private study is far less than what they learn by recitation.

The teacher must be earnest and animated. He must thoroughly understand the subject, and be able to present it in the most attractive manner possible. He should endeavor to discover how fully it is comprehended by the



pupil; and all points that are not well understood, he should explain clearly and concisely. He should also embellish and illuminate the subject, when this is practicable, by gleanings from his general reading.—*Virginia Ed. Journal.*

### Socialism in Germany.

#### OPPRESSED WORKMEN.

Socialism in Germany has a cause which cannot be stamped out by the severity of government. That cause lies in the hard condition of the German workman—a condition depending on the comparative sterility of the soil of Germany, on the slow conservatism controlling all her industries, and still more on that over-government which fastens on the German people the support of a standing army of over four hundred thousand men and a force of civil servants whose numbers would astonish an Englishman or an American. Under such conditions all labor must be poorly remunerated, and we are, therefore, not surprised that the Political Economical Society of Kongsberg published the fact, in 1873, that out of 24,673,066 persons in Prussia only 8,900,000 had self-supporting incomes, and of these 7,251,927 had an annual income of less than \$150. Only 159,238 persons in Prussia had an annual income of over \$875. In other words, among 23,000,000 in Prussia, or ninety-six per cent of her whole population, not one had an annual income over \$150. Any one who has traveled through the northeastern part of Germany knows well the poor condition of the peasant classes; knows that they are ill-fed, hard-worked, and that they lack many of those comforts of life which American laborers consider necessities. There are many huts containing only one room, with the damp earth as a floor, where often two families live, where sons bring their young wives, where both sexes are thrown together, and where modesty, if it ever could grow up among young girls, would soon be crushed out by the hard surroundings. There is a lack of that buoyancy and wit seen in French peasants and in the sturdy laborers of England. As we look upon the sober, tamed faces of the German peasantry we feel that here are the descendants of those who for centuries have submitted to the iron hand of over-government until all rebellious feelings have been utterly crushed.

### Seeing and Thinking.

What we call a proposition, or a statement of fact, is a thing that we remember as a sentence with the verb "is" in it. It is a sort of link which combines together not only one sensation with one action, but an infinite variety of sensations, each with its appropriate action. We do not know what the physical counterpart of that is. Nobody knows where propositions are packed in the brain, but there is every reason to suppose that it is somewhere or other in the cerebral hemispheres, in the great sheet of grey matter which lies just inside of our skulls, and that the formation of anything as a proposition in our minds corresponds to the formation of certain connections between different parts of this sheet of grey matter. Mr. Bain, in his excellent book on "Mind and Body," has made some calculations about the room that there is in this sheet of grey matter to put in the enormous number of things that we remember; and he begins with, as I think, the very astonishing thing that there are from fifty to five hundred connections in the physical brain for every fact that we remember; that is to say, that the complexity of the physical machine, which we know, so far as it can be counted with the microscope, is very much greater than that of the mind, so far as it can be counted in a rough sort of way, by counting how many facts a particular man knows.

I want you particularly to take account of the office which the proposition or statement holds; that it does not bind together a particular sensation with a particular action, but that it is a more complicated thing, and yet that it is an enormous saving of space; that instead of having to establish a connection between each of those sensations and its particular action, we have only to establish a connection between the sensation and the proposition about it, and it will at once suggest the action which follows. That is to say, the little monkey had to combine the sensation of seeing the baboon go at the keeper with the proposition which he had already laid up in his mind that the baboon was dangerous, and thereby to know that the keeper was in danger; and then, another proposition prompted the action, which was to take him out of danger;

that of biting the leg of the baboon and trying to get him off.

We could then arrive so far as this, at the formation of propositions, and the guidance of our actions by those storied-up propositions, that is, by the states of our brain made out of memories of past sensations. Out of that alone, in all probability, we could have got at actions very like reason that are performed by certain solitary animals, but by far the most intelligent actions are performed by those animals which are gregarious and which go about in troops.

As you know, we think not in pictures, but in words, for the most part, and it is those words which have enabled us to make a great many steps further than the mere simple step of a proposition—the combining together of a great number of sensations with a great number of actions. As soon as men had to live together and found that they could, by making signs, direct each other's actions, immediately there was an immense step made forward in this arrangement of propositions within our brain. We formed then, not only propositions such as "that the baboon is dangerous," but also general conceptions, as they are called. As soon as we have given a thing a name, that name does not belong to the individual thing, nor to the individual group of sensations which we get from it, but it belongs to every other thing which is like it. And this was inevitable, because if I call a thing by a name I mean that name to be attached, not to my perception of the thing alone, but to your perception also, and that is necessarily something different. A name, therefore, cannot possibly be attached to any particular sensation which I get from the thing, but it must be attached to a grouping together of all possible sensations which I could get from it, and the actions which you could perform towards it. So then, you see, there is the name and the general conception which goes with it. This involves a very much closer packing even than a proposition. The whole process of the evolution of reason is an attempt to pack into an exceedingly small box, the human brain, a picture of the enormous universe that is outside of it. Every step which was made in packing things closer together was a step in making a correspondence between our actions and the knowledge which we get from outside.

The general conception then which is involved, in the use of language, in talking about things and using signs, is a still greater amount of packing. You will see this if you will try and conceive of a man who had a separate word for all the horses in London. Such a man would require a great deal more than anybody does at present. Instead of doing that we have a general word "horse," and then we have other words which we can put along with it. If all that we want to know about the animal is that he is a horse, if all the connections between the sensations from him as a horse and our actions are given, as soon as you have got this word "horse" you have got a general conception belonging to him, and that is all that we say of him. But if we want to know besides that he is a grey horse, we add that word which we know. But the advantage of having a sign is that it groups together an enormous number of propositions. Every general sign, every general word under which a great number of objects is included, groups together all the propositions that are true of all those objects. For example, the word "horse" tells us, not simply of an animal having a certain appearance, which can run, and trot, and so on; that proposition is included in the word, and it wraps up together all such propositions as these. All the characteristics of the horse which are suggested to me by his appearance are wrapped up in the general conception, so that instead of remembering one of these propositions separately, that the animal was of a particular appearance, and could run fast, and will let me ride upon him if he has been properly trained, and so on, all this last string of propositions about the horse is bound up in the word. That is a still closer packing than we get in the proposition itself.

Now the wonderful thing to remember here is, that the world in which we all of us live is not made up out of those individual sensations of objects for the most part, but it is made up out of the general conceptions. If you try to think of what has passed through your mind during any day, you will find that a very small part of it is made up of those special sensations of sight and sound which you get from things, but that it is made up of suggestions and thoughts which arise out of them, and which were carried on by means of language, which were carried on therefore by the help of those general conceptions, and not by the help of the particular perceptions of individuals included

under them. The world in which we live is a world of thought and not of sensation. How was this world of thought made? It was made, as we said, by man being a gregarious animal, and by a correspondence being established not only between the actions and sensations of each particular man, but by a similar correspondence being established between the actions and sensations of all those different men. As soon as language arises, it is quite enough for me to see a horse and to tell you so, and that is the same to you for certain purposes as if you saw a horse yourself. A correspondence is therefore set up between the sensations of one man and the actions of another, and that is what lies at the basis of society.

Then the formation of these general conceptions—what is it? what has guided it? Why, clearly the use of them to society, and not the use of them to individuals. We pack these propositions together into words, into general conceptions which are useful to talk about. So that the world in which we live is one which has come to exist in our minds, not from anything which could have happened to us as individuals if we had not lived together, but from the fact of our living together; and in the conceptions which we get of anything that we look at together. There is not merely a grouping together of all our previous experience of that thing, but there is a binding up of all the previous experiences of the race. If I look at the sky I may think of it merely as a great vault of clouds with beautiful colors moving about and exciting my feelings in a certain way. I do not remember at the time what it is that has formed all these ideas and that has bound them together; but it is just the previous feelings, the feelings that have been previously in the mind of my ancestors, and especially of those who have spoken the language that I do. Those men who have looked at the sky have, one after another, felt all these different feelings about it, and some of them have expressed them as poets, and have bound them up in language that we speak, and therefore have made the sky to be to us what it is.

If, on the other hand, I go out on a cloudless night and look at all the stars, and if I remember that they are all at different distances from one another, that they are all arranged in constellations, and that they move round the poles in circles with a uniform movement—these conceptions which have come into my mind are not produced by my own sensations. They are not merely groupings together of things which I have seen and of action which have flowed from them, but they are produced by the grouping of sensations and of actions in the minds of observers and astronomers who have gone before, and who have made those ideas lie imbedded in our language, so that they instantly come up into our minds. Again, if I not only see a number of stars at certain definite distances, and know that they can be seen to revolve about the pole; but if also I observe some of them to be planets, I remember that they are revolving about the sun in definite ways, and that they all form a great system which is in obedience to definite laws; I am using conceptions which have been put into our language, and have been made possible for my mind, not by my own thoughts, nor by any sensations that I have had, nor by any experience that has come to me, but by the previous thoughts of theorists and great natural philosophers—of Newton and his successors.

So then you see it is the thought of past humanity imbedded in our language which makes Nature to be what she is for us; and the world in which we live is a world of general conceptions, and these are determined by language and expressed by signs. If the way in which these general conceptions are bound together has been determined by the previous thought of society, it follows that our ancestors have made the world to be what it is for us, that is to say what it is to all those who have studied nature, whether as scientific men or as artists. They have felt that out of the things that they studied something like a similar intelligence was looking at them. If a scientific man looked at the stars, and considered their motions, it seemed to him as if he was in the presence of an intelligence and was talking to somebody; and it was the thought of Plato, and of Aristotle, and of Hipparchus, and of Ptolemy, and subsequent astronomers, which was bound up in his notion of the heavens, that all those great men were actually talking to him whenever he looked at the stars.

In the same way the poet, when he looks round upon a beautiful scene in nature, feels as if he were looking upon



the face of a friend. All the sensations of beauty that have been in the minds of previous poets are embedded in language, in the general conceptions by means of which he thinks of this scene, and it is they who are looking out with their dead eyes upon the scene which he sees around him. What is it, then that the thinker does? If we call a man a thinker we mean that he takes and puts something into the stock of conceptions which humanity has got which 'was not there before, and he does this in either of two ways. He either arranges the old ones, showing which of them will go together and which will not, and arranges them all into a system, culling out from them inconsistencies; or he observes facts, and makes new conceptions, which are then embodied in the ideal of nature which is formed by people who come after him. These two things, the arranging of the old signs and the making of new ones, are the great work of the thinker, either of the poet or the scientific man or the artist.

We have so far then successfully built up, out of one elementary process, the correspondence of action to sensations; we have got as far as what takes place in the mind of the thinker who combines together out of old signs, or rearranges them, and produces new ones out of them. We first of all combined a number of very simple messages coming along the nerves by means of a lump of grey matter; we then combined a number of outgoing messages by means of another lump of grey matter, and produce a complicated action; then we combined these together by means of propositions, so that any number of complicated sensations coming in could find their appropriate propositions, and, by being coupled with them could bring about the appropriate action; and, lastly, we have combined together a great number of propositions into a general conception which is expressed in language, and which requires language in order to express it, and that is what makes for us a picture of the universe, which is the one we have in our minds from day to day, although it is not the one which we immediately see when we get particular perceptions.—HUXLEY.

### Judgment and Forethought in the Education of Children.

The truth is, we need more forethought and less self-indulgence in the training of our youth. We please ourselves too much, and study their future too little. It is so easy and pleasant to gratify our own vanity or ambition by stimulating and exhibiting them in points where they excel; it is so hard and comparatively tame to exercise them in what they are deficient, and to foster their most meager abilities. Yet, until educators acquire the necessary self-control and patience to do the latter, until they can work quietly and steadfastly without display, and fix their aim on future results instead of present glitter, the most promising children will continue to sink down into inferior men and women.

The qualities that are the most attractive in childhood are not by any means the most valuable in maturity. We look for determination, will, decision of character, firmness in the man, and refuse him our respect if he have them not. But when the child exhibit these qualities, even in their incipient stages, we are annoyed, and, perhaps, repulsed. Instead of rejoicing in his strength of will and guiding it into right channels, we lament it as a grievous fault in him and a misfortune to us. It is the meek and yielding child who cares not to decide anything for himself, in whom we delight, and whose feeble will we make still feeble by denying it all exercise. Yet, when he grows up and enters the world and yields to temptation, and, perhaps, disgraces himself and his family, we look at him in imbecile wonder that so good a child should have turned out to be so bad a man, when, in truth, his course has only been the natural outcome of his past life and training. The power of standing firm and going alone we know to be desirable in the adult, but the child seems more lovable who is utterly dependent upon us, and we therefore strive to cherish this dependence, shutting our eyes to the fact that we are thus actually unfitting him for the life that waits him. Concentration, too, is a quality that we admire in the adult, but greatly undervalue in the child. We prefer that he may be easily drawn away from what he is engaged in, and quickly turned from one thing to another at our pleasure; and while we praise him for his ready obedience, or rebuke him for seeming absorbed, we are really breaking down the power of concentration, and depriving him of its invaluable results.

It is true that many things are suitable for manhood that are not for childhood, but this is not the case with mental and moral qualities. If it were there could be no such thing as consistent preparation for a good and useful life. Every quality that the man or woman needs is incipient in the child, and needs development and exercise. Our part in his training is not to cherish in him simply what is most attractive to ourselves, or what feeds our own and his vanity, but rather to study his future needs, and to help him to supply what is most lacking. It is where he is deficient, not where he excels, that our earnest efforts are demanded. Not until parents and teachers realize this so fully as to identify with it their highest interest and pleasure in their charges, will promising children fulfill their promises, and the question no longer be asked, "What has become of them?"

### The New Spelling.

Almost all educators are in favor of reforming the spelling.

In 1876 an International Convention, in behalf of amending English orthography, was held at Philadelphia, and a Spelling-Reform Association was formed.

Action in favor of reform has since been taken by the State Teachers' Associations of New York, Ohio, Iowa, Massachusetts, Wisconsin, Missouri, and Virginia; by the National Educational Association, the American Institute of Instruction, and many smaller associations of educators.

Professors in our colleges and normal schools have promoted the formation of spelling-reform associations among students. The experience of the University of Illinois, and Oberlin College, indicate that wherever an earnest member of a good western college will lead the way, the whole institution, substantially, will join the reform.

In England the latest phase of the spelling-reform movement is very similar to that in America. In 1876 the National Union of Elementary Teachers passed a resolution in favor of a royal commission to inquire into the spelling of the language; it was taken up by the school boards and eminent educators all through the country, and finally presented in 1878 to the lord president of the council.

Both in America and Great Britain the educational journals have opened their columns freely to the discussion of the reform, and some of them have used amended spelling in part of their pages. Broad-sides of opinions in favor of the reform from eminent educators by the hundred have been published.

In all this copious expression of interest I do not know a single scholar or eminent educator of the new generation who has come out in favor of the old spelling. Two or three very respectable old functionaries I have known to protest against trying to get rid of it.

This state of opinion among teachers was almost a matter of course. Few professions have changed as much as teaching in the last half century. The old spirit and method which had their insignia in the rod have passed away. A new spirit of love and progress animates the teacher of to-day. The ablest minds rejoice to serve the profession. They study the children, invent apparatus and methods, write books for them, make art and nature tributary to their improvement and enjoyment. It was impossible that the cries of generation after generation over the puzzles of spelling should pass unheard.

As fast and as far as the general assent of the community can be won, teachers will be prompt to use amended spelling in the schools.—F. A. MARSH in *Home Journal*.

### Educational Life Insurance.

#### THE MUTUAL SYSTEM.

A convention of the mutual aid societies of the United States, held at Washington in 1879 developed the fact that there were one hundred and thirty-six such associations in the United States. The membership then was over 250,000 and the benefits amounted to \$18,199,134. An estimate, based on reliable information, makes the membership now over 400,000. Thirty-nine of these associations were from ten to thirteen years old. In England 13,394 benefit societies have a membership of 5,350,000. One association has over 735,000 members and five over 100,000. Sixty of them have existed one hundred years, six and over one hundred and fifty years old, and one nearly two hundred.

For several years New York and Brooklyn have had mutual benefit associations which embrace the great bulk

of the teachers in these cities. A very large number of these teachers have no persons depending upon them to secure the fund payable at death, but joined them, and religiously keep up their connection for the general good of the profession. The instances in the past nine years have been so many, where they have seen most beneficent result flowing from its operation, that they have come to look upon it as a charity, which they are in duty bound to support. This is a very high plane for the teachers of these great cities, where selfishness is supposed to reign supreme, to occupy.

The majority join, however, as a pure matter of business to create a fund which may be used by their parents or other relatives, or for the payment of indebtedness, or for burial expenses.

Those who have joined for mere charity's sake may find their investments taking wings, or relatives now in easy circumstances becoming dependant upon them in a great measure through the vicissitudes of life, and the wisdom of their good impulses will then be made apparent.

For any teacher to have protection in this way amounting to less than one thousand dollars is extremely judicious. Nearly twenty thousand workmen, in New York State alone, belong to an organization which pays to their dependents two thousand dollars.

Young teachers may not see the necessity of joining associations of this character, but they should reflect that they owe a duty to the profession as great, as a single laboring man who contributes to the support of the helpless widows and children of other laboring men. It is as much the duty of a teacher to become a member of a provident association as it is for rich men to be the principal support of a public school where they send no children.

Teachers would object with indignation to a classification among the enemies of the public school system, and yet in what other position would they be if they refused to contribute three or four dollars a year to the families of deceased teachers on the ground that they, themselves, had no dependents?

The U. S. Teachers Provident Association, W. D. Myers, Secretary, 21 Park Place, has begun a career of great usefulness. It is meeting with success at the outset. All who desire to help each other should join at once.

The monopoly monster has received some severe blows from Dr. Talmage lately. He says: "I tell you that the overshadowing curse of the United States to-day is monopoly. It puts its hand on every bushel of wheat, upon every sack of salt, upon every ton of coal, and every man, woman and child in the United States feels the touch of that moneyed despotism." I rejoice that in twenty-four States of the Union already anti-monopoly leagues have been established. God speed them in the work of liberation! I wish that this question might be the question of the next Presidential election, for between this and that time we can compel the political parties to recognize it in their platforms. I have nothing to say against capitalists. A man has a right to make all the money he can make honestly. I have nothing to say against corporations as such. Without them no great enterprise would be possible; but what I do say is that the same principles are to be applied to capitalists and corporations that are applied to the poorest man and the plainest laborer. What is wrong for me is wrong for the Vanderbilts and the Goulds and the elevated railway companies of New York and Brooklyn. Monopoly in England has ground hundreds of thousands of her best people into semi-starvation, and in Ireland has driven multitudinous tenants almost to madness, and in the United States proposes to take the wealth of fifty or sixty millions of people and put it in a few silken wallets."

The *Daily Graphic* says: "If ever we have a conflict between capital and labor in this country it will be because of the injustice done the masses by corporate monopolies. It therefore behooves all classes of citizens, and particularly those who have property, to sustain the efforts now being made by reasonable and intelligent citizens to limit the power of men who, to use the words of a committee of the United States Senate, 'recognize no principle of action but personal and corporate aggrandizement.'" A part of the profit of every merchant, every farmer, every laborer, every citizen has to go to swell the profits of monopoly. The Standard Oil monopoly is declaring dividends estimated at one million dollars per month, while tramps and beggars increase.

I have lived to thank God that all my prayers have not been answered.—JEAN LINGLOW.



## FOR THE SCHOLARS.

## English Thinkers.

Suppose you were asked to name the men who had contributed most to the thinking for which England has been noted, you would have so long a list to choose from that you might have difficulty unless you had read a great many books and had done much thinking yourself. I shall tell you the names of nine who are placed as foremost among the thinkers in England, and also something of the character of each.

Shakespeare, (born April 23, 1564.) A writer says of him:

"In thy living pages  
T'will need no keen-eyed sages  
Forever to descry  
Such life-blood coursing high  
As feeds the strength of all the ages."

Shakespeare wrote histories, comedies, and tragedies. He exhibited man as no other writer ever did and possibly better than any other writer ever will. He held a mirror up as it were and the acts of men of all kinds are seen in it. In his plays the world of heart and mind is displayed; what people think about or love. There is no sentimentalism in him. He writes good sense with the finest words and with a most charming expression, as:—

"O! how much more doth beauty beauteous seem,  
By that sweet ornament which truth doth give!"

All of Shakespeare's characters have free will; some writers make them act as though forced by some power outside of them. As we sow so we shall reap in this life, this poet teaches. He knew human nature perfectly—and this made him a true poet, for the poet has the power of seeing. Here are two thoughts of his; read them and learn them.

"That we would do,  
We should do when we would."  
"I and my bosom must debate awhile  
And then I would no other company."

Francis Bacon, (born Jan. 22, 1561,) has been called the glory of his age and nation. Queen Elizabeth is said to have "delighted much to confer with him and prove him with questions," even when a boy. Though adopting the study of the law, he studied all things. He says: "I have taken all knowledge to be my province." His studies led him to see that man must rule the empire of nature. And see how this has been accomplished in the use of steam, light, and electricity. He said "man is the interpreter of nature." Bacon was not a deep investigator, but he led others to investigate, and there can be no doubt that the impulse to scientific inquiry which has been followed ever since was given by him.

Thomas Hobbes, (born April 5, 1588,) says of himself that at the age of four he had learned to talk, read and count and somewhat to form letters. He may be called a philosopher too, somewhat like Bacon. He says he thought perpetually on "the nature of things," no matter whether he was on the sea or on the land. He believed all men by nature equal and this displeased many of the aristocracy. He says "those are equal who can do equal things to each other." His book on Government gave rise to much discussion. Of course, much that he believed has been found since to be only partially true, yet he did his part in agitating the thought of his time.

John Locke, (born Aug. 29, 1632,) was well educated for the times, and above all things he loved elegance of manner; politeness he thought a Christian duty. He too, became a philosopher, that is a thinker about things. He discussed religious toleration, finance and the toleration of different opinions. He had such sound views of human rights and human duties that his opinions were constantly sought. His ideas about education are much read to-day. Like Hobbes and Bacon his thought set thought in motion. And thus he did a work for all time.

George Berkeley, (born March 12, 1685,) has been declared the truest, acutest thinker England ever had. He says that when we see anything that seems to be, that is an effect on our minds of some power like that of our minds. Hence the world is God's voice. After spending many years in thinking about things he wrote some books that are valued now. He visited America and lived here three years and his Rhode Island farm he gave to Yale College; he also gave the college a thousand volumes for its library. He was the author of the line:—"Westward the star of empire takes its way."

David Hume, (born April 26, 1711,) you have heard called an infidel—an unbeliever, in Christian doctrines

and this is true, but he was a man who did a prodigious amount of valuable thinking nevertheless. The attempt of all philosophers is to reduce to a clear statement the truth of living. Men can live, but they cannot speak about it very clearly, nor has it been done yet. Hume was a philosopher about many things. Besides he wrote a history of England.

Sir William Hamilton, (born March 8, 1788,) showed at an early age a love for books. His examination, which was continued for two days when he left college, won him high distinction. Still he went on studying, and after many years to writing. He lectured on metaphysics and logic. It is not easy to tell young readers what such a man wrote and lectured about, for the subjects were abstruse.

John Stuart Mill, (born May 20, 1805,) has been called a machine made man. His father trained him; at the age of three years he taught him Greek words; by the time he was eight years old he had read Esop's Fables, Xenophon and Plato and other Greek authors! He read history and biography when most boys are rolling their hoops. When he was seven years old he wrote a book! He became, when a man, a great writer, and exerted in this way a very great influence on men now living. Political Economy and Liberty are the names of two of his most celebrated works.

Herbert Spencer, (born April 27, 1820,) is still living. He has written very many books and shows a wonderful knowledge of the facts of natural philosophy. He believes in Evolution, a doctrine that is much debated. He discusses nearly all subjects and his views are listened to with careful attention. He thinks and writes about things no one else gives a thought to.

## The Birthplace of Whittier

John Greenleaf Whittier was born December 17th, 1803, near Haverhill, Mass. The house where his childhood was passed was built by his great-great grandfather nearly a hundred years before the poet's birth. It is a large two-story building and the surroundings are thus described by the person whose life in it made it famous: "The old farm-house nestling in its valley, hills stretching off to the south, and green meadows to the east; the small stream which came noiselessly down its ravine, washing the old garden wall and softly lapping on fallen stones and mossy roots of beeches and hemlocks; the oak forest, sweeping unbroken to the northern horizon; the tall sentinel poplars at the gateway; the grass-grown carriage path, with its crazy bridge."

In the "Barefoot Boy," these are some lines which describe the stream, and in his longer poem, "Snow-Bound" the joys and trials of a boy's life in the country are beautifully told. Near his home lies Kenosha Lake which Whittier made the subject of a poem. Its former name was Great Pond; Kenosha was given it by the poet—it means pickerel.

The school-house where he received his early education has lately been torn down. It is said to have looked like one of those shoe-maker's shops which can be seen in every village of eastern New England. Until Whittier was eighteen years old he worked on the farm and at shoe-making. This homely labor has been the foundation of the interest and sympathy which the poet has always had for the labor and toil of plain people. He has written poems on the drovers, the huskers, the lumbermen, the ship-builders and the shoemakers, and published them under the title of "Songs of Labor."

Much of the poetry of Whittier deserves to be committed to memory. Young people especially should learn by heart some of his shorter writings. The range of thought is wide; nature, freedom, labor, history, are perhaps the subjects he has most written upon. Mr. Whittier lives now in Danvers; he is tall, spare and sinewy, with dark eyes that have not lost the fire of youth. On his seventy-third birthday, Mrs. Louise Chandler Moulton wrote this sonnet, which appeared in the *Youth's Companion*:

"Honored and Dear! How many hands will bring  
Meet tributes for thy New Year just begun,  
Homage and praises for thy work well done,  
Fair laurel leaves around thy brow to cling,  
Roses and rhymes; and if a sweeter thing  
There be, surely its sweetness thou hast won  
To seek thee, as the sunflower seeks the sun,—  
And warm the winter of thy days to spring.  
True heart, that felt itself to all men kin,  
Pure knight, who bravely stood when others fled,  
Dear, tender soul, that took the outcast in,  
To whom no fugitive has vainly pled,  
At seventy-three full rings thy song and clear,—  
God grant we hear it yet for many a year!"

## Charles Dickens.

By M. H. B.

Charles Dickens was born at Landport, a suburb of Portsmouth, on the 7th of February, 1812. When he was twelve years old he removed from Landport, with his parents, to London. At the age of sixteen he was taken from school and placed in the office of an attorney, where he was obliged to do all the rough work of the office, run errands and copy documents. He was nearly twenty years old when he got employment for the *Mirror of Parliament*, and thus became known in the editorial rooms. He soon changed his position to reporter of the *True Sun*, which had then been lately established, and then to the *Morning Chronicle*. When Mr. Macrone published Dickens' first work, entitled "Sketches by Boz," it was known only to a few newspaper men that the author was a young man named Dickens; at first it was believed that "Dickens" was as fictitious a name as "Boz." An epigram which was quoted a great deal at this time:

Who the Dickens Boz could be  
Puzzled many a learned elf;  
But time unravelled the mystery,  
And Boz appeared as Dickens' self.

In his twenty-fifth year Dickens wrote his famous "Pickwick Papers," which first appeared in shilling numbers, and was sold when completed, neatly bound, for a guinea a volume. Of all Dickens' admirable works "Old Curiosity Shop," is most generally liked; there are very few English or American children who are not acquainted with the touching story of Little Nell.

In 1842 he visited America and was warmly received, and again in 1869 he came here as a public reader. After his return home he continued to write until June, 1870, when he was taken suddenly ill, and died on the 9th of that month. His body rests in the Abbey of St. Peter, Westminster. The world will not soon forget his noble character, and his works are read all over the civilized world.

## The Rosetta Stone.

In Rosetta, Egypt, on the west bank of the Nile, was discovered in the year 1799 a remarkable monument. It must be remembered that no one can decipher the inscription made by the ancient Egyptians on their temples and tombs. This stone had a proclamation on it, made 195 years B. C., by the priests in honor of Ptolemy Epiphanes, because he remitted the taxes they owed.

The value of the stone consists in the fact that the proclamation is in three languages—the Hieroglyphical, Demotic and Greek. The Greek could be read, and this would show what was the meaning of the demotic (that used by the people,) and this in turn to the hieroglyphic, which is found on so many of the ancient temples. Although many such monuments were put up by the priests, this is the only one yet discovered. The discoverer was M. Bousard, a French engineer.

After this had been deciphered the inscription on the obelisks was understood. The stone is 8 feet 7 inches long and 2 feet 6 inches wide. It had been broken and damaged in the two thousand years it had lain there, but as a key it is of greater value than if it opened to a treasure-house of gold.

## Taking Care of a Watch.

Every boy thinks it is a fine thing to own a watch, and thinks he has done his duty if he winds it up whenever he thinks of it. Not so; a watch is very delicately contrived and if you will examine the works and the intricate machinery you cannot but think so. Now a watch needs good care and faithful attention to keep it in order. The first thing to remember is to wind it at the same hour every day. Upon retiring for the night is a good time or on rising in the morning. When you take it off, lay in the same position in which it has been in your pocket. Never put it on a marble slab or near anything excessively cold. This contracts the metal and sometimes causes the mainspring to break; it also hardens the oil and clogs the wheels. The hands of an ordinary watch can be turned backward without much risk. It is, however, always better to move the hands forward to adjust your watch to correct time.

HORSFORD'S ACID PHOSPHATE  
IN NERVOUS PROSTRATION.

Am using Horsford's Acid Phosphate in a case of Nervous Prostration, and getting a good result already.

C. W. PRINDLE, M. D.  
Grand Rapids, Mich.



## BOOK DEPARTMENT.

## NEW BOOKS.

Publishers will favor themselves and us by always giving prices of books.

**THE SCHOOLMASTER'S TRIAL**, or old school and new. By A. Perry, New York: Charles Scribner's Sons.

The writer of this volume has undertaken a task none too pleasant; and however performed sure to be misunderstood. There are those who will not allow a word to be breathed against the present public school system. The author is evidently none too well pleased with the outcome of the schools—as they are. The story in brief is that a principal was brought before the school board for trial and was acquitted. That he thereupon resigned, alleging that the school-system must be "revolutionized." 'T'd so respect his individuality (the pupil) as to give him the privilege of choice. How many boys, able to extract the cube root, can name at sight a dozen birds in our forest? A benevolent man who has had similar ideas now steps forward and furnishes the money and buildings and "Salatore's Cross" is opened as a school on the new principles.

The story goes on to describe the kind of school that this "protestant" against the present order of things would have. Here the interest of course centers, for it is not enough to destroy—there must be schools. We have read the description of the new school with care. "Every kind of handiwork," "wood-carving, wood-engraving, type-setting," "cooking, laundry-work"—all these and much more are to find a place. We ask is such a school possible? that if possible, is it desirable?

Before this is answered in the negative—as most will feel inclined—let us remember that this generation is hardly competent to judge what we need as schools. The present style of school seems in the eyes of some to have every excellency. The author is many years in advance of the demands of the present generation.

Candidly, we see no impossibility in this picture of the school of the future. That the present school will be greatly modified is plain to every thinking person.

The volume is written in a style some what peculiar. It is not even; it is condensed; it is idiomatic; there is no gloss or varnish. The writer evidently cared more for the matter than the manner.

As a contribution towards the ideal school the volume has value and significance. The writer is plainly a practical teacher, one who has seen and felt the short-comings of the present system. As a story it has considerable dramatic power and will be read with interest.

**BOSWELL AND JOHNSON**; Their companions and contemporaries. By J. F. Waller, L.L.D. New York, London and Paris: Cassell, Petter and Galpin. Price twenty-five cents.

This is one of the Popular Library Series. It does not attempt to write a new life, but to select, condense, re-arrange and re-group facts, as related by Boswell. Perhaps new color is added in some places. A pretty good idea of Johnson may be got from reading this little volume. Sketches of his companions, Burke, Goldsmith, Garrick, Reynolds and others are given. Tavern life is sketched. His writings and travels are described, and a very good estimate is given of Johnson's place in literature. The volume deserves popularity.

**CHIPS FROM THE WHITE HOUSE**.—Selections from the speeches, conversations, diaries, letters and other meetings of all the presidents of the United States. By Jeremiah Chaplin. Boston: D. Lothrop & Co.

The compiler of this interesting volume

says that "in the regular succession of rulers, the chief magistrates of the United States have all been men of fair reputation and abilities, and many of them men of superior literary ability and singular devotion to the interests of humility and freedom." This he shows by selecting from their letters, conversations, etc., their best thoughts. The features of the volume (which is clearly indicated above) are its chronological arrangement of the men, note upon their lives, well-made selections and complete index. Nearly one-third of the pages are devoted to General Grant, Mr. Hayes and President Garfield, which bring it down to the present day—a valuable record of the progress of affairs in this country and of the lives of those who had the interests of the nation on their hearts.

**THE STANDARD SERIES** (Octavo).—*Sartor Resartus*. By Thomas Carlyle. Price twenty-five cents. *Lothair*. By Lord Beaconsfield. In two parts, each twenty-five cents. *The Nutritive Cure*. By Robert Walter, M. D. Price fifteen cents. *Diary of a Minister's Wife*, Part II. Price fifteen cents. New York: I. K. Funk & Co., 10 and 12 Dey street.

The first two of these volumes are too well-known to need more than the statement of their neat and cheap form and timely appearance. Part second of the "Diary of a Minister's Wife" continues the amusing and pathetic account of the trials of a country pastor, which grow more serious as camp-meeting time comes round. Dr. Walter in "The Nutritive Cure" gives a statement of its principles and methods and in an appendix facts and testimonies and accounts of successfully treated cases.

**WOOD-WORKING TOOLS**.—How to use them. A Manual. Boston: Ginn & Heath. This book aims to give in fourteen chapters directions and exercises for the use of wood-working tools. It has been prepared for the Industrial School Association of Boston. Cuts illustrate striking, splitting, cutting, planing, sharpening, sawing, etc., etc. A good deal of genuine labor has been expended on the volume and it will prove of service to all who are trying to introduce the elements of industrial occupations among children.

**HOW TO TELL THE PARTS OF SPEECH**. By Rev. Edwin A. Abbott, M. D. Boston: Roberts Brothers. Price 75 cents.

Dr. Abbott has done good service by writing several volumes. He believes "that any child can be taught here to tell the parts of speech in any sentence he can understand." He begins by teaching nouns and giving exercises, then each part of speech is taken up in turn. It will be of real help to any one who desirous to teach grammar orally.

**WORKING DRAWINGS**.—How to make and use them. By Lewis M. Haupt. Philadelphia: J. M. Stoddard & Co.

This volume is designed for the pupils of our grammar schools. It gives the intersection of three planes and the mode of representing drawings on them. Problems are given and drawings that solve them. It will prove of value to engineers and artisans; the principles used in pattern-making, machine-drawing, stone-cutting are clearly set forth.

**DYSPEPSIA: HOW TO AVOID IT**. By Joseph F. Edwards, M. D. Philadelphia: Presley Blakiston. Price seventy-five cents.

This book is by the author of a little volume on Bright's disease, which has become quite popular. It consists of only four chapters: Food, Digestion, How to cook, and How and what to eat. In each of these subjects are the great truths of hygiene in a brief but clear style. The causes of disease are made known. Important points connected with the preservation of health

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**THE LADIES AGENT WANTED for "The Ladies of the White House or in the Homes of the Presidents," the most interesting book of WASHINGTON I have ever published. A History of every Administration from OF THE WHITE HOUSE**  
Washington to the present time. Includes much Personal and Private history never before published. For circulars terms and full particulars, address BRADLEY & CO., No. 66 N. Fourth St., Phila., Pa.

are exhibited. The authors say that very few persons know how to eat. Undoubtedly much health and comfort and less disease may be promised to those who read it.

**THE PRICE OF GOOD FELLOWSHIP**. By Mrs. Margaret E. Wilmer. New York: National Temperance Society. Price \$1.75.

A slightly different road is trodden in this volume from the usual temperance by-way. "The Prince" is an easy-going character always ready to spend money, especially for wine. His son supports his mother and sister and goes through a variety of troubles which give interest to the tale, which is well-told.

### MAGAZINES.

*Harper's* for June is already found in the hands of its readers, and the contents are well adapted to summer reading. There is a long, finely illustrated article on "The White mountains," W. Hamilton Gibson, Sol Eytinge, Jr., and W. A. Rogers contribute the illustrations. Sara A. Hubbard writes about "Our Ruby Throat." William Winter has a discriminating article on Edwin Booth and with it is a well executed portrait of the Shakespearean actor. The first fruits of Mr. and Mrs. Champney's late trip to Spain are visible in "A Neglected Corner of Europe—No. I," in which Lisbon is described. James Parton writes interestingly of "The trial of Jeanne D'Arc," and in another field Edward Atkinson, of "Kentucky farms."

*Scribner's Monthly* has been arranging, during more than a year past, for an illustrated article on Saint Gaudens's Farragut Monument, which was to have been unveiled in Madison Square, New York, on May 20th. The postponement of the unveiling till the 25th inst. gives the magazine five days' start! The article, which includes a sketch of the sculptor's life, will be accompanied by four illustrations, one of them a full-page engraving, by Cole, of the statue. The same number of *Scribner's* will have an engraving, by Fred. Juengling, of Saint-Gaudens's medallion of Bastion Lepage. Prof. Fisher's article reviewing the "Revised New Testament" will appear in *Scribner's Monthly* on the same day that the book is issued in America—namely, May 20th. *Scribner's Monthly*, it is said, will, in the June number, pay an unprecedented compliment to a young Western poet, by reprinting from the newspapers nine of her poems. The name of the poet is Miss Edith Thomas, of Geneva, Ohio.

Mr. George W. Cable's new story, "Madame Delphine," begun in the May number of *Scribner's Monthly*, gives promise of being superior to anything the writer has yet produced. The first two chapters are exceedingly rich in descriptive power—in pictures of quaint New Orleans, the old Creole residences and the antiquated home life of our Latin population.

We are behindhand in noticing the appearance of the May *Appleton's*, which is an interesting number. Of the continued papers there are Georg Eber's Greek idyl, "A question," which is concluded; Desdemona in Helena Faucit Martin's "On some of Shakespeare's female characters;" "Art needlework," two parts. Byron is the subject for Matthew Arnold's pen, and James Thomson for Joel Benton's, who terms him "A new English poet." The Metternich memoirs and Madame de Staël afford interesting topics, which are well treated.

A full page picture of the dining-room or the new Union League club house adorns the first leaf of the May *Art Amateur*. Those who cannot attend the National Academy of Design's exhibition will value the article and reproductions of some of the pictures. A page is devoted to fac similes of sketches by Adrien Marie. "How to build a choir," in the musical amateur department, will encourage those having volunteer choirs in charge, by the success, which this one achieved in one year. Amateur china painters will also find some useful hints. The scope of the *Art Amateur* is intimated by the above, which is, however, not its entire contents.

*Education* for May-June contains eleven articles and five editorials. The former are on "National aid to education," "Educational principles of the Kindergarten," "The collegiate education of girls," "Graphic science," "Common sense in classics," "Public school system," "Eastern colleges for women," "Relation of public schools to morality and religion," "Teaching English," "Boston Latin school" and a sketch of James Manning, D.D.

The May number of the *Phrenological Journal* contains a portrait and sketch of the scholar and historian, R. S. Storrs, D.D. There are other interesting articles on "Heads and Faces," "Popular Fallacies," "A romance of our Obelisk" and "Rudimentary organs in animals."

The *Laws of Life* for May brings with it *The Lecturer* for the same month. The latter gives Dr. James C. Jackson's speech which was made in Liberty hall, Danville, N. Y., March 28. The frontispiece is a steel engraving of Our Home Hygienic Institute.

*Golden Days* continues to draw admirers from the young people. The issue for May 14th begins a new serial called "Lost in Australia." There is also a story about camping out, illustrated with designs for tent, etc., a short article by Washington Hawthorne and continued stories by Frank H. Converse and Horatio Alger, Jr.

Our contemporary *School and Scholar*, we are glad to see, appreciates the contents of



our publications, and transfers articles on "Brazil," "Venus," "Peter Cooper" and other topics from the *SCHOLAR'S COMPANION*. But we desire the usual courtesy which gives credit in such cases.

## NEW MUSIC.

Mrs. A. Elmore, whose name is familiar to our readers, has written a new song called "A flower from Father's Grave," which Mr. W. H. Rieger has set to music. Spear & Dehnhoff, 717 Broadway, New York, are the publishers and the price is forty cents.

The *May Folio* gives quite a good portrait of Rafael Joseffy. On its music pages we find worthy of note, "Fly away, birdling," song for mezzo-soprano by Franz Abt; a gallop from La Mascot, arranged by E. H. Bailey, and a sacred quartette by L. Marshall.

The *May Musical Visitor* contains three songs and three piano pieces. The reading matter is, as usual, timely upon music in its different forms.

Some good music may always be looked for in the *Musical Herald* of Boston, and the *May* number gives an anthem by J. Barnby. "Sweet is Thy mercy," Haydn's Austrian hymn, arranged by D. Krug, "Flower of spring," a short piano piece by F. A. Reisinger, and a song by Von Suppe.

## PAMPHLETS

The Education of the Negro. By Gustavus J. Orr.—Report of the State School Commissioner of Georgia to the General Assembly.—Eighth biennial report of the trustees, superintendent and treasurer of the Illinois Asylum for Feeble-minded Children at Lincoln.—The Story of Ireland, by Dion Boucicault, is a brief, perspicuous exhibit of leading events, compiled from such authorities as Macaulay, Burke, Froude and others. James R. Osgood & Co. of Boston publish it.—The Education of the Rich, by John MacMullen, 1262 Broadway, New York. The contents of this pamphlet are reprinted from the *Evening Post*.

## GENERAL NOTES.

Scribner & Company will soon appear as the Century Company—some time in June. The *Monthly* will also adopt this new appellation, with Dr. Holland still at the head as editor in chief.

Mr. Charles A. Durfee has made up an elaborate index to *Harper's*, which has reached over sixty volumes. The illustrations, reviews of books and items of news are all indexed and each article is found under three heads.

## Over Strain of the Nerves.

From our own experience we can confidently recommend to all nervous and debilitated persons Dr. Crosby's Vitalized Phosphites as brain and nerve food because:

It is very largely prescribed by physicians.

It is much taken by clergymen, school teachers, lawyers, students and all who over-use their brain.

It cures nervous diseases especially where it exists with debility.

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Sixteen young women have already entered Somerville Hall, the new women's college at Oxford, Eng.

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V. Equal candor in dealing with each political party, and equal readiness to commend what is praiseworthy or to rebuke what is blamable in Democrat or Republican.

VI. Absolute independence of partisan organizations, but unwavering loyalty to true Democratic principles. THE SUN believes that the Government which the Constitution gives us is a good one to keep. Its notion of duty is to resist to its utmost power the efforts of men in the Republican party to set up another form of government in place of that which exists. The year 1881 and the years immediately following will probably decide this supremely important contest. THE SUN believes that the victory will be with the people as against the Rings for monopoly, the Rings for plunder, and the Rings for imperial power.

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The price of the WEEKLY SUN, eight pages, fifty-six columns, is \$1 a year, postage paid. For clubs of ten sending \$10 we will send a copy free.

Address: I. W. KELLOGG, Publisher of THE SUN, New York City.

## SCHOOL DIRECTORY.

KINDERGARTEN NORMAL INSTITUTE AND National Kindergarten, Washington, D. C. The sixth year of the Kindergarten Normal Class for the training of teachers begins Oct. 15th. (Positions secured for those who are qualified.) Teachers receive four lectures per week on the use and philosophy of the twenty gifts and occupations of Froebel's kindergarten system; on the Kindergarten in the Nursery, Wednesday afternoon. Terms: full course of eight months, \$100. Wednesday a term of lectures (twenty) to mothers, \$5. Requirements are: love of children, good common English education, refined manners, desire to improve, and good health. Mrs. Louise Pollock, 228 Eighth street, N. W., or Miss Susie Pollock, 1127 Thirteenth street N. W., Principals.

PAINE'S BUSINESS COLLEGE, 22 Bowery, cor Canal; "L" Station (Estab. 1849). Paine's uptown College, 1215 Broadway, 24th St., open 9 A. M. till 10 P. M. Young Men, Ladies, and Boys taught Book-keeping, rudimentary and higher Mathematics, Correspondence and all English Branches; Writing lessons \$2, monthly. Arithmetic and Writing \$10, quarterly. Shorthand \$10, backward persons rapidly advanced in private rooms.

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It has fresh dialogues and declamations, stories of school life, boyhood of eminent men, and a great variety of interesting and valuable materials suitable for

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No teacher should fail to introduce it among his pupils, for it contains reading that will both INTEREST and EDUCATE them. Heretofore, the teacher has taught the pupil to read, and then he has read whatever comes handy, and too often he has been ruined by his power to read. Now, it is felt that the pupil must be assisted to employ aright this new power. He must be advised WHAT TO READ; more than this, the proper reading must be put in his hands. George Washington went out with his hatchet and cut into the first thing he could find—and this proved to be his father's cherry tree. Thus the pupil comes out of the school with the ability to read and seizes on the "Red Rovers of the Prairies," etc.

Let the teacher then advise the pupil to read the beautiful, instructive, interesting and educating SCHOLAR'S COMPANION.

It is CHEAP—fifty cents a year—making for the year an amount of reading equal to an ordinary book of 600 pages.

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Teachers, send for a copy, and introduce it among your pupils. You will only be sorry you did not have it before. You ought to encourage such an enterprise. You have seen with deep regret that your pupils have seized upon vicious literature, and lamented that there was nothing to put in their hands. Here is just what they need.

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The remains of a large animal were recently discovered three feet under the ground in a large swamp near Hoopetown, Ill. The tusks are nine feet long, twenty-six inches in circumference at the base, and weigh 175 pounds each. The lower jaw, with teeth is well preserved. One tooth weighs eight pounds and measures twenty-one inches in circumference.

A WASHINGTON correspondent says he rode down from the capital the other day in a five cent omnibus, in which the only other passenger was the Vice President of the United States. Sir Edward Thornton, the British minister, whose salary, besides his income, is over \$25,000 a year, walks every day from his home away beyond the White House to the capital, a distance of nearly three miles. Mr. Hill of Colorado, who is worth a million or two, walks, while all around him dash the coaches of men who live on their congressional salary.

**EARNED HIS CLOTHES.**—A story is told of a farmer who sneeringly told a stranger who stood watching him plough, that all such well-dressed idlers were drones in the human hive. He was both astonished and mortified when he found out that this stranger was the inventor of this very plough which so delighted him by enabling him to do two days' work in one. Of course what the well-dressed stranger had done for this farmer, he had also done for thousands of others, so he had earned his good clothes. The development of mind is of more value than that of muscle; not that either may be neglected, but while one is doing the thing at hand he may also enlarge his powers for better things by cultivating his mind. A good book or a good paper will help a man or woman a hundred times its cost.

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Steps have been taken toward the organization of a Harvard legislature, which is designed to teach in a practical way parliamentary forms and the rules of debate. Every member will be placed on some committee, and there will be two officers, a speaker and a clerk.

"Sir," said a lady recently to an Aberdeen merchant, "Your pretty daughter has married a rich husband." "Well," slowly replied the father, "I believe she has married a rich man, but I understand he is a very poor husband."

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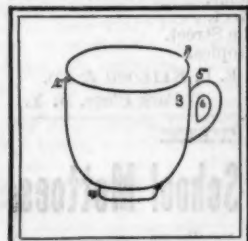
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